DOCUMENT RESUME

ED 069 402 24 PS 006 129

AUTHOR	Howard, Norma K., Comp.
TITLE	Day Care: An Abstract Bibliography (Supplement #1).
INSTITUTION	ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
SPONS AGENCY	Office of Child Development (DHEW), Washington, D.C.
PUB DATE	Oct 72
CONTRACT	OEC-0-70-2623(519)
NOTE	59p.
AVAILABLE FROM	College of Education Curriculum Laboratory, University of Illinois, 1210 W. Springfield Ave., Urbana, Ill. 61801 (#1300-33, $0.95)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Administration; *Annotated Bibliographies; *Bibliographies; *Child Care; Child Care Centers; Child Development; Citation Indexes; *Day Care Programs; Educational Research; Environmental Influences; Equipment; Evaluation Methods; Government Role; Health Services; Instructional Staff; Parent Role; Standards

ABSTRACT

This updated abstract bibliography includes entries from "Research in Education" and citations of journal articles in "Current Index to Journals in Education," selected from the subject term index under Day Care Programs or Day Care Services. Topics discussed include: family day care, day care centers, child development, staff, standards, administration, equipment, parent participation, health services, physical environment, Federal and State aid, and methods of evaluation. Those items available through the ERIC Document Reproduction Service are indicated by ED numbers given the citation; addresses are given for those available from other sources. The items are generally dated from 1969 to 1971. In addition, an alphabetical list of the 44 journal articles, information about the ERIC clearinghouses and their addresses, and order information from ERIC Document Reproduction Service are included. (LH)

PA-24
OEC-0-70-2623(519)

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED 069402

PS 006129

DAY CARE: AN ABSTRACT BIBLIOGRAPHY (Supplement #1)

Compiled by

Norma K. Howard

ERIC Clearinghouse on
Early Childhood Education
805 W. Pennsylvania Avenue
Urbana, Illinois 61801

Available from the

College of Education Curriculum Laboratory
University of Illinois
1210 W. Springfield Avenue
Urbana, Illinois 61801

Price: $0.95

October 1972

#1300-33

FILMED FROM BEST AVAILABLE COPY

This paper was produced pursuant to a contract with the Office of Child Development, partially supported by a contract with the Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment. Points of view or opinions stated do not, therefore, necessarily represent official Government position or policy.

DAY CARE: AN ABSTRACT BIBLIOGRAPHY (Supplement #1)

This abstract bibliography was compiled to update Day Care: An Annotated Bibliography (1971) and includes entries from Research in Education (RIE), April 1971 through August 1972. Citations of journal articles appearing in Current Index to Journals in Education (CIJE) from May 1971 to August 1972 are also included.

Both RIE and CIJE titles selected were indexed under Day Care Programs or Day Care Services as Major Descriptors (subject terms). Topics discussed include: family day care, day care centers, child development, staff, administration, equipment, standards, parent participation, health services, physical environment, federal and state aid, and methods of evaluation.

Citations for which ERIC Document (ED) numbers are given are available through the ERIC Document Reproduction Service (EDRS) in either microfiche (MF) or hard copy (HC), except where marked Microfiche only. (See ordering directions in the back of this publication.) Some publications which are also available directly from other sources have availability information listed below the abstract.

Citations for which no ED numbers are given are not available through EDRS. Ordering information for these items is included.

1. Abstracts of State Day Care Licensing Requirements. Part 2: Day Care Centers. Office of Child Development (DHEW), Washington, D.C. 1971, 420p. ED 059 759

*Abstracts; Bibliographies; Certification; *Child Care Centers; Child Development; *Day Care Services; Federal Government; *Standards; *State Laws; Surveys

This compendium of abstracts of state day care licensing regulations has been prepared as part of the National Survey of Day Care Licensing conducted by Consulting Services Corporation in conjunction with Social and Administrative Services and Systems Association for the Office of Child Development, U.S. Department of Health, Education, and Welfare. A uniform format for the presentation of the abstract of day care regulations for each state and the District of Columbia has been used. (For related document, see ED 059 760.

2. Afield, Walter E.; Gibson, Audrey B. Children of Resurrection City. The Discovery of Now Series, Number 1. 1970, 50p.

Activism; *Child Welfare; City Problems; *Civil Disobedience; *Day Care Programs; Economic Disadvantagement; *Educational Disadvantagement; *Mental Illness; Program Descriptions; Social Change

This report draws a clear if disturbing picture of the children of Resurrection City, the nature of their family life, and their behavior under duress in the confusion of Resurrection City. The authors worked with the City's 157 children for four weeks. Also included is a discussion of some of the broader implications of this work by a white child psychiatrist and a black preschool teacher experienced in poverty programs.

Availability: Association for Childhood Education International, 3615 Wisconsin Ave., N.W., Washington, D.C. 20016 ($1.50)

3. Archambo, Judith P.; Briscoe, May E. Rural Child Care Project, 1968-1969 Research Evaluation. Volume I: A Description of the Rural Child Care Project, 1965-1969. Final Report. October 1970, 50p. ED 055 681

*Child Care; *Day Care Programs; Demonstration Projects; *Family Involvement; Health Services; Homemaking Education; Home Visits; Nonprofessional Personnel; On the Job Training; *Preschool Programs; Professional Personnel; Program Development; Recruitment; *Rural Areas; Self Help Programs; Socialization; Social Services; Welfare Services

Volume I of this final report, an overview of Kentucky's multi-county Rural Child Care Project, describes the project's history, purposes, structure, and procedures in administering child-development, social-work and homemaking services. The day care program, which became a full-year Head Start program in 1967, is one aspect of the effort to provide socialization experiences, total family participation, and health and welfare services for all members of project families within a self-help framework. One characteristic of the Rural Child Care Project is that all staff at the county level are indigenous nonprofessionals trained on the job to provide project services. In the document, major divisions are "A Description of the Rural Child Care Project, 1965-1969" (which focuses on professional and nonprofessional staff duties and training, staff turnover, career development for staff, and staff characteristics); "Recruitment of Project Families," "Child Development Center Program," and "Social Services." Included are 1 table and 14 references. Related documents are ED 055 682 and ED 055 683.

4. Archambo, Judith P.; Briscoe, May E. Rural Child Care Project, 1968-1969 Research Evaluation. Volume II: Hypotheses 1-8. Final Report. October 1970, 233p. ED 055 682

*Academic Achievement; Child Development; Curriculum Development; Family Involvement; Followup Studies; Grade Equivalent Scores; Grade Repetition; Intellectual Development; *Parent Attitudes; *Preschool Programs; *Program Evaluation; *Rural Education; School Responsibility; Student Adjustment; Tables (Data)

The 1968-69 evaluation of Kentucky's Rural Child Care Project had 5 major objectives: to assess the relationship between a child's attendance in a Child Development Center and his subsequent intellectual performance and academic achievement in elementary school; to evaluate the impact of changes in the Child Development Program itself on participants' later academic achievement; to ascertain the relationship between familial values and achievement behavior in former project children; to continue assessment of the effects of combined homemaking and child development services on parents of children enrolled in the project; and to ascertain the impact of the project of the elementary schools of participating counties. Findings relating to the 8 hypotheses tested included the following: (a) that, during 3 years of public school, scores of 23 former project children showed a decline on the Stanford-Binet Intelligence Scale; (b) that scores on the California Achievement Test of former project children in grades 2 and 3 did not differ from their matched non-project controls; (c) that there was generally no difference between former project parents whose children were designated under- or over-achievers in terms of value orientations; (d) that current project parents who received combined homemaking and child-development services for 6 months did not increase their level of general morale more than comparable parents receiving only child-development services; and (e) that, while 2nd- and 3rd-grade teachers reported favorable attitudes toward the project, some also believed that project teachers should be better trained and that project children should be better disciplined.

5. Archambo, Judith P. Rural Child Care Project, 1969-1970 Research Evaluation. Final Report. December 1970, 386p. ED 055 683

*Child Development; Community Involvement; Family Involvement; Followup Studies; Intellectual Development; Language Skills; Parent Workshops; Pilot Projects; *Preschool Programs; *Program Evaluation; *Research; *Rural Education; Sociocultural Patterns

A 4-year follow-up study of children in the Rural Child Care Project has shown that greatest losses in intellectual functioning for former project children occurred in the first year of public school among those scoring above 80 on their first Binet but who were retained in grade 1. IQ change during grade 1 was negatively related to attendance at a project center and unrelated to social services received by the family. IQ loss was inconsistently related to qualitative Binet performance over time. Parent awareness and use of community, school, and project resources were unrelated to length of project participation. Despite differences between project mothers, project teachers, and middle-class mothers (in intellectual functioning, educational achievement, reported educational attitudes, and control strategies), project mothers were equal to or more effective than project teachers in teaching their children to perform structured tasks. Although project teachers found parent training procedures difficult to implement, this project demonstrated the benefits of such procedures to both parents and staff. While children in the current program almost 2 years performed no better on UCLA Language Tests or Preschool Inventory than children with less than 1 year's experience, they were higher than summer Head Start children in general achievement. After discussion of these and additional findings, the document provides recommendations for improving the project within a "focussed services" model which stipulates specification of behavioral objectives and joint training of child development and homemaking staffs in the use of child-centered activities as a primary means of increasing family adequacy.

6. Arnote, Thelma E. Learning and Teaching in a Center for the Care of Infants and Toddlers. A Descriptive Review of Experience with Staff Development. 1969, 46p. ED 059 356 (Microfiche only)

*Child Care Centers; Child Care Occupations; *Child Care Workers; *Day Care Services; Inservice Education; *On the Job Training; *Subprofessionals; Vocational Education

Phase I of a research and demonstration project was devoted to establishing, operating, and evaluating a demonstration nursery center to provide for the daytime care of 30 infants and toddlers ranging in age from 2 months through 3 years. During this phase, some emphasis was also given to recruiting and training the center's nursery assistants, and their experiences are described in this publication. To insure close staff working relationships, all staff members are involved in the interviewing, selection, and training of new nursery assistants. Once hired, the new assistant begins a week of orientation consisting of discussions with the professional and paraprofessional staff, and observations and assistance in each of the five children's groups. Further training occurs on the job, and both the new and established assistants are encouraged to improve themselves through formal and informal means. Some opportunities for development and improvement include: (1) casual conversations between staff, (2) planned meetings, (3) observation in other infant centers, (4) experiences in keeping written observations of the children, and (5) consultation with the pediatrician, nutritionist, social worker, and psychologist.

Availability: Infant Care Project, Institute for Child & Family Development, The University of North Carolina at Greensboro, Greensboro, North Carolina 27412 ($0.50)

7. Besner, Arthur. Day Care Services: Industry's Involvement. Bulletin 296. 1971, 37p. ED 056 757

Costs; *Day Care Programs; *Day Care Services; History; *Industry; Needs; Program Descriptions; Tables (Data); Taxes; *Working Women

This bulletin provides an overview of the need for services for the children of working mothers. Topics discussed include historical developments in industry day care programs, alternative roles for industry involvement, costs of operating day care centers, and income tax allowances. Also given are examples of unique programs which suggest various ways in which industry can play a more realistic role in day care development.

Availability: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.25)

8. Center for Early Development and Education, Little Rock, Arkansas; Model Programs. Childhood Education. 1970, 23p. ED 045 780 (Microfiche only) American Institute for Research, Palo Alto, Calif.

*Elementary Education; Experimental Programs; *Experimental Schools; Family Programs; Intelligence Tests; *Nongraded Primary System; Nongraded System; *Preschool Education; Preschool Programs; Preschool Tests; Teacher Education; Ability Grouping; *Day Care Programs; Day Care Services

Prepared for the White House Conference on Children (December 1970), this booklet reports a center for early development and education in Little Rock, Arkansas--one of 34 promising programs on childhood education. The Kramer School is a combined education and day care project serving children from six months to 12 years; it includes a teacher-training program for university students, a training center for child care aides, and an array of supportive family services. The community of the school is poor--50 percent white and 50 percent black. Day care and learning for toddlers is provided; for three-to five-year-olds, there are more structured activities, especially in reading. The elementary school is not graded, but is divided according to ability. In addition, the children often visit the Learning Resources Center and Library. The teachers and the community seem enthusiastic about the project. Results of the Stanford-Binet IQ Test, administered to preschool children, indicate that the experimental group gained 15 IQ points during the school year, while the control group (who stayed at home with their mothers) gained only 2 IQ points. Tests at the elementary school level are to begin in 1971. For other booklets in the series, see ED 045 781 - ED 045 785.

Availability: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.20, Catalog No. HE-5.220:20140)

9. Child Care Centres. Department of Labour and National Service, Melbourne (Australia). Women's Bureau. January 1970, 69p. ED 058 423

*Child Care Centers; Child Care Workers; *Day Care Services; Federal Aid; Fees; Labor Force; *Preschool Children; *State Legislation; Working Parents; *Working Women

Based on a survey of legislation relating to full-day care for preschool children of working mothers and a study of records, this report: (1) covers the number of registered child care centers in Australia and the number of children being served, (2) sets the conditions applying to registration of centers, (3) indicates the extent and levels of government subsidies, and (4) highlights regulations pertaining to center staffing. Textual information, which is augmented by data tables and maps illustrating location of subsidized and unsubsidized centers in metropolitan areas, is presented for each state and includes demographic characteristics of working mothers and their children, registration and regulations, subsidies, fees, and availability of the center. Some findings of the survey were: (1) In 1968-69 there were 555 centers with the capacity to provide full-day care for approximately 14,000 children; (2) Of the 555 centers, 40 centers serving 2,000 children received some form of government subsidy, and most of these centers catered to children from families with special needs; (3) Only two centers were operated by employers for the full-day care of their employees' children, and (4) The legislation, regulations, and conditions observed in the centers varied greatly from state to state and sometimes within a state. Other facilities providing care for preschool children and a table comparing child care center legislation are appended.

PS 00612

10. Child Care Data and Services. Congress of the U.S., Washington, D.C. Senate Committee on Finance. June 1971, 161p. ED 062 002

*Child Care; Cost Effectiveness; *Data Collection; *Day Care Services; Federal Aid; Financial Needs; Legislation; Mothers; Publications; *Statistical Data; Working Women

A publication releasing the most important current statistics, reports, statutory language, and regulations on child care is presented. Data are presented under the following general topics: (1) Child Care Services and Working Mothers, (2) Child Care Arrangements of Working Mothers Today, (3) Federal Assistance for Child Care, (4) How Much Does Child Care Cost?, (5) Barriers to Expansion of Child Care. Salient factors brought out in this report include: (1) Number of children greatly influences mother's choice of child care arrangement; (2) Most Federal support for the cost of child care provided children of working mothers comes from programs authorized under the Social Security Act; (3) For full-day care in a child care center, the cost per child ranges from $1,245 to $2,320; and (4) Lack of funds and staff shortages hinder the expansion of child care. The statistical data are presented in 37 tables. Nine appendixes contain excerpts from publications, reports, and legislation, as well as Standards and Costs for Day Care, and Federal Interagency Day Care Requirements.

11. Child Development: Day Care. 1. A Statement of Principles. Research for Better Schools, Inc., Philadelphia, Pa. 1971, 14p. ED 059 772

Administrator Responsibility; *Child Development; *Day Care Programs; Day Care Services; *Federal Government; *Guidelines; Need Gratification; *Policy Formation; Staff Orientation; Standards

The Federal Government's position on the establishment and regulation of day care services in the United States is reported. The point is made that there are certain fundamental requirements and characteristics of children which every program must take into account. The most important of these basic needs include health and nutrition, security, freedom, structure, compassion, developmental differences, and challenge. A day care program is responsible for the quality of service it delivers to its consumers. Program administrators have the responsibility of recruiting the best qualified staff who possess the necessary talent for the conduct of the programs.

Availability: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.30, Catalog No. 1791-0160)

12. Child Development/Day Care Resources Project. Final Report. Research for Better Schools, Inc., Philadelphia, Pa. October 1971, 83p. ED 058 966

Budgeting; *Child Development; Cost Effectiveness; Cultural Enrichment; Data Collection; *Day Care Programs; Early Childhood; Ethnic Status; Financial Support; Guidelines; Health Services; Improvement Programs; *Instructional Materials; Interdisciplinary Approach; Models; *Objectives; Parent Participation; Program Administration; Projects; Resource Materials; Workshops

This document reports on the Child Development/Day Care Resources Project. Project objectives are: (1) To develop a set of handbooks that describe the features common to good child development and education programs for use in day care, and include effective curriculum models from current practice; (2) To develop a set of principles that can serve as a useful guideline to the operation of day care programs; (3) To develop an additional set of handbooks that deal with Day Care Administration, Parent Involvement, Health Services, and Training, and (4) To modify current resources in child development, early education, and day care in order to improve existing programs. The project operated under the joint efforts of two organizations. Under the leadership of the Project Director, an Advisory Committee helped to lay the groundwork for the attainment of project objectives through a series of preworkshop summer workshop and postworkshop activities. Results of the project include the preparation of a series of handbooks for various facets of day care operation, the collation of information about current program models, and the development of 65 resource materials. Operational recommendations include: (1) Budget adequately; (2) Develop a comprehensive master plan; (3) Manage the components carefully; (4) Have a multidisciplinary approach; and (5) Integrate the components into a whole. Action recommendations include: (1) Provide adequate funds for the development of high-quality school age day care programs; and (2) Provide the necessary funds for developing materials that deal with ethnic identity and cultural heritage.

13. Class, Norris. Basic Issues in Day Care Licensing. 15p. ED 059 763

*Administrative Organization; Attitudes; *Certification; Child Care Centers; *Child Care Occupations; Community Agencies (Public); Comparative Analysis; Cultural Differences; *Day Care Services; Foster Homes; Improvement Programs; *Legislation; Local Government; Private Agencies; Research; Standards; State Legislation; State Standards; Voluntary Agencies; Welfare Agencies

Three basic issues of day care licensing are dealt with in this paper. These are: (1) Should day care licensing be statutorily separate from other child care licensing programs? (2) Where should day care licensing be administratively located? and (3) How much of the safeguarding and upgrading of service can licensing carry in relation to possibly other regulatory programs that might be implemented? The study shows that the differential attitude towards the function of day care and day care licensing was forcibly brought out in a recent research program. It is concluded that as a cultural difference exists as to the function of day care licensing as compared to 24-hour foster care licensing, there would seem to be much operational valor in achieving separability. With respect to the second issue, currently licensing responsibility is carried out mainly by state or state-local departments of public welfare. It is concluded that the possible assignment of day care licensing to state health departments is preferable if there is any possibility of health departments developing a dynamic division of maternal and child health. With respect to the third question, attention is called to accreditation programs under public or private (voluntary) auspices. The Child Welfare League of America is a good example of how a voluntary accreditation agency can go beyond the public licensing authority. It is concluded that a cooperative program in which the public agency licenses a center and a private one goes beyond the minimum safeguards would be the best solution. [Not available in hard copy due to marginal legibility of original document.]

14. Collins, Alice H.; Watson, Eunice L. The Day Care Neighbor Service: A Handbook for the Organization and Operation of a New Approach to Family Day Care. 1969, 63p. ED 049 810

*Day Care Services; *Child Care; *Family Environment; *Neighborhood; *Social Work; Consultants; Intervention; Program Descriptions; Program Design; Working Women; Innovation

The Day Care Neighbor Service makes it possible to provide social service at the neighborhood level where working mothers, without benefit of any social agency, make private and informal day care arrangements with neighborhood sitters. It makes use of a social work consultant to find the key individual in each neighborhood who is already informally helping her neighbors to make day care arrangements. The aim of the Service is to contribute to the quality and stability of these private family day care arrangements. This booklet describes the Service methods and techniques of intervention which are based on a subtle form of social work consultation. Also examined are critical issues and problems an innovator might encounter in establishing a similar program. The sharp focus of the service, as well as its economy, recommend it as an adjunct of day care programs wherever private family day care arrangements are sought. See also: ED 060 952 and ED 060 955.

15. Curran, Joseph R.; Jordan, John W. The KLH Experience: An Evaluative Report of Day Care in Action at the KLH Child Development Center, Cambridge, Massachusetts. 1970, 145p.

*Day Care Programs; *Day Care Services; *Administration; *Budgeting; *Cost Effectiveness; Activities; Nutrition; Instructional Staff; Financial Support; Industry; Government Role; Physical Facilities; State Standards; Parent Participation

This report concludes a two part study of the KLH Child Development Center covering July 1969-June 1970. The history and background of this industry-based, experimental day care center are presented along with the nature and reasons for its change from an industry-related center identified with one work community to a private community center serving many segments of the population. Administrative aspects such as center and state regulations, tuition, admission policies and staffing are included. Educational and nutritional functions are briefly described. Budget, cost analysis and cost-benefit analysis are detailed. Seven alternative approaches to financing industry-related day care are considered. To help anyone wishing to establish an industry-based center, some impressions are shared by researchers and consultants involved for at least two years with the KLH project. The appendix contains a copy of sample forms and questionnaires distributed to parents. Part one is available from the KLH Child Development Center, Inc. for $3.00.

Availability: KLH Child Development Center, Inc., 38 Landsdowne Street, Cambridge, Massachusetts 02139 ($5.00)

16. Day Care: Everybody's Problem. Office of Child Development (DHEW), Washington, D.C. 1971, 6p. ED 058 962

Children; *Community Coordination; Coordination; *Day Care Programs; Day Care Services; Federal Aid; *Preschool Children; *Problem Solving; Statistical Data; *Volunteers; Working Women

This document reports on statistics regarding the need for day care facilities for children under the age of six. It also gives suggestions for making better use of local day care resources. Statistics show that: (1) There are more than 5 million children in this country under the age of 6 whose mothers work; (2) There are licensed day care facilities for only 600,000 of these children; and (3) Approximately 1 million school-age children must care for themselves while their parents work. Steps which can help make quality care available for all of these children include: (1) coordination of local day care resources, (2) the building of a 4-C Program, i.e. a federally assisted Community Coordinated Child Care program, and (3) organizing and training volunteers in the community.

17. Day Care Survey-1970. Summary Report and Basic Analysis. Westinghouse Learning Corp., Bladensburg, Md. April 1971, 246p. ED 051 880

*Day Care Services; *Day Care Programs; *National Surveys; *Needs; *Tables (Data); After School Programs; Costs; Facilities; Mothers; Working Women

This comprehensive study was designed to provide essential information for federal, state, and local policy planners to design and test new program concepts in day care services for children. Findings from the survey provide data on existing day care programs, availability of day care services, and the nature and extent of the need for day care service. The results of the survey indicate that there is a sizeable potential demand among low to moderate income working mothers for better day care center capacity; that for school-age children there is little organized care or other supervised recreation to meet needs before and after school; and low to moderate income working mothers pay a nominal amount of less than $100 a year for in-home care, and $400 to $700 a year for out-of-home care. Information was obtained from day care center operators on expenses and income, and parents were asked what they were willing to pay for adequate day care and what they could afford. This volume contains the text of the report, while a separate volume presents the project methodology and survey instruments. Approximately three-fourths of this document consists of tables.

18. Denenberg, Victor H., Ed. Education of the Infant and Young Child. 1970, 150p.

*Early Experience; *Infants; *Day Care Services; *Behavior Development; *Learning Experience; Child Development; Stimulation; Individual Development; Social Differences; Group Experience; Continuous Learning; Cultural Disadvantagement; Child Development

The purpose of this book is to bring together information on the conditions which would aid in maximizing the learning potential and behavioral development of the very young child with particular emphasis on the types of experiences that should be received by young babies who spend part of their time in a day care center. The papers presented by Jerome Kagan, William Mason, Hanus Papousek, Earl Schaefer, David Weikart, and Dolores Lambie discuss: (1) why poor children do badly in school situations and possible remedies, (2) the effects of early deprivation on animals, (3) recent European experience with day care centers, (4) the need for education to start very early in the infant's life, and (5) some experimental regimens for enriching the educational experience of very young children. Discussions of the themes of these papers by psychologist Jerome Bruner and by Richard Orten, the Associate Director of Project Head Start, follow. Finally, editor Victor Denenberg abstracts from the previous material a number of factors which are of critical concern when setting up a day care center.

Availability: Academic Press Inc., Publishers, 111 Fifth Avenue, New York, New York 10003 ($6.75, Book Code: 2091-50)

19. Dokecki, Paul R.; And Others. The Training of Family Day-Care Workers: A Feasibility Study and Initial Pilot Efforts. Final Report. January 1971, 37p. ED 053 787

*Day Care Programs; *Feasibility Studies; *Child Care Workers; *Attendant Training; *Home Programs; Home Visits; Educational Programs; Pilot Projects; Personnel Selection

Initial studies assessed existing day care facilities in area homes and centers, and solicited day care information from other states. An obvious need for quality programs was indicated. A pilot program to improve the quality of care received by children in day care homes is described. The home visitor method for training family day care workers, modeled after an existing DARCEE program for mothers, was selected as particularly suitable for the Appalachian region. To develop the training program, the preparation of family day care workers was analyzed with regard to: (1) meeting the basic needs of children; (2) substituting for the mother in meeting the child's emotional needs; (3) general management of the family day care situation; (4) adapting to children's development and heterogeneity of ages; and (5) serving as effective educational change agents. Criteria for the selection of family day care workers and plans to utilize their educational potential are discussed. Evaluation involves ongoing assessment of the day care home visiting program, development of instrumentation for future research, and continued development of family day care programs. Appendixes present sample menus, and suggestions for behavior management and play.

20. Emlen, Arthur C.; And Others. Child Care by Kith: A Study of the Family Day Care Relationships of Working Mothers and Neighborhood Caregivers. 1971, 339p. ED 060 955

Attitudes; Caucasians; *Child Care; Child Development; Data Analysis; Data Collection; *Day Care Services; Family Life; Interaction Process Analysis; Measurement Instruments; Middle Class; Mothers; Objectives; *Parent Attitudes; *Preschool Children; Rating Scales; Research; Urban Areas; *Working Women

A study on child day care is presented. The primary function of the research strategy was to pretest and develop an independent sample measurement scales to use in a panel study. The focus of the research is on family day care arrangements made by working mothers for children under six years of age. The sample used was a fairly successful one of ongoing private family day care arrangements of white, urban working mothers with at least one child under six years of age from a broadly representative cross section of occupations. One fact gleaned from data collection is that most mothers who have their children in private homes prefer these homes over day care centers and most mothers who would prefer day centers already have placed

their children in them. Various facets of family day care arrangements which were studied include: (1) sitter motivation, (2) mother-sitter relationship, and (3) mothers' and sitters' satisfaction with the day care arrangement. See also: ED 049 810 and ED 060 952.

21. Emlen, Arthur C.; Watson, Eunice L. Matchingmaking in Neighborhood Day Care: A Descriptive Study of the Day Care Neighbor Service. October 1970, 122p. ED 060 952

Agency Role; Child Care; Children; *Community Involvement; Consultation Programs; *Cooperative Programs; Data Collection; *Day Care Services; Family Life; Information Dissemination; Intervention; Mothers; *Neighborhood; Objectives; Problem Solving; Program Evaluation; *Referral; Research; Social Services; Working Women

The results of a more then two-year operation of a new kind of day care service known as the Day Care Neighbor Service are presented and evaluated. This service makes it possible to intervene at the neighborhood level where families privately and without benefit of a social agency make day care arrangements with neighborhood "sitters" or caregivers. The approach is indirect and makes use of informal relationships to provide a service that is decentralized to the level of the neighborhood. The purpose of the service is to strengthen existing child care arrangements, recruit new day caregivers, and facilitate the information and referral processes by which new arrangements are made. Some facts gleaned from this study include: (1) The need for day care consists of a lack of facilities and problems in making arrangements; (2) The informal matchmaking system exists and should be left intact; (3) The feasibility and effectiveness of the service depend on the skill of the consultant in the use of consultation method; (4) The service is effective in stabilizing and improving the quality of private family day care arrangements; (5) The Day Care Neighbor Service has a unique applicability; and (6) The Day Care Neighbor Service is a program adjunct that can be attached to a variety of settings. See also: ED 049 810 and ED 060 955.

22. Evaluating Home Day Care Mothers' Work with Young Children. Seattle Community Coll., Washington. 1971, 10p. ED 055 104

*Behavior Rating Scales; *Checklists; *Child Care; Child Care Centers; Curriculum Planning; *Day Care Programs; Day Care Services; Evaluation; Evaluation Techniques; *Home Programs; Mothers; Preschool Children

This checklist was developed to determine the skills of day care home mothers before and after training as observed by a day care home educator. Areas evaluated are: Professional Attitude; Parent Relationships; Nutrition; Health and Safety; Baby Care; Preparing the Teaching Environment; Guidance; Teaching Techniques; Language and Literature; Art; Music; Large Muscle Play; Science; and Other Program Activities.

23. Faulkner, Rosemary; Connor, Thomas R. Evaluation of a Program of Training for Day Care Attendants. May 1971, 34p. ED 052 447

*Child Care Occupations; *Day Care Programs; *Disadvantaged Youth; *Educational Programs; *Females; Program Evaluation; *Rural Areas

This project attempted to show that rural disadvantaged young women can be trained for employment as day-care attendants. The nine course participants were selected from a group of women between the ages of 18 and 25 who had previously received training in basic education and life skills. Criteria included physical and mental health, grooming, social behavior, fondness for children, tested and demonstrated sensitivity to the needs of children, and tested and demonstrated interest in working with children. The program lasted 420 hours and was divided into: (1) three weeks of orientation and observation of operating centers, (2) two weeks of intensive theory, and (3) 11 weeks spent in the mornings in a day-care center working under supervision and supervisor instruction. It is not yet possible to conclude that this program has successfully demonstrated that training day-care attendants or providing day care services can provide a useful or valuable input to outreach centers in designated regional growt. centers.

24. Four C: Community Coordinated Child Care: Concept, Goals, Operation. Office of Child Development (DHEW), Washington, D.C. 1971, 10p. ED 058 963

*Administrative Organization; *Community Coordination; Coordination; *Day Care Programs; Day Care Services; Early Childhood; Federal Aid; Federal State Relationship; Improvement Programs; *Objectives; Parent Participation; Policy Formation; *Preschool Children; Working Parents; Working Women

This document reports on a day care program for children of working mothers, the 4-C program. This program is a federally sponsored effort conducted through community cooperation. Its goals include: (1) more and better child care, (2) mobilization of community resources and coordination of existing and new child care programs, (3) ensuring the parents of children in child care programs an effective voice in policy and program direction, and (4) simplification of administrative relationship between local programs and

State and Federal governments. Other aspects of this program include: (1) new sources of funding, (2) local committees one-third of whose membership is parents, and (3) availability of resource people, technical assistance and information on State and joint Federal/State day care programs to communities.

25. Fowler, William. Demonstration Program in Infant Care and Education (September 1968 - June 1971). Final Report. August 1971, 263p. ED 055 665

*Day Care Programs; *Developmental Programs; *Program Descriptions; *Infants; *Program Evaluation; Research Design; Longitudinal Studies; Tables (Data); Disadvantaged Groups; Family Background; Parents; Mental Development; Motor Development; Social Development; Test Results

The Ontario Institute and the Canadian Mothercraft Society report accumulated findings on all phases of their 3-year demonstration infant day care center. Infants enrolled in the center were either advantaged or disadvantaged, had working mothers and ranged in age from 3 to 30 months of age. The center also served as a training facility for infant caretaker-teachers. The program had been designed to facilitate infants' cognitive, personality, and social development through personalized adult-child interaction, guided learning situations, free play and specialized care. Both infants and students-in-training made gains on a variety of measures. Chapter titles include: General Plan of the Investigation, Study of Infant Development, Study of Student Development, Investigation of Parents, Social Implications. References include a bibliography as well as a reprint of a paper titled "A Developmental Learning Approach to Infant Care in a Group Setting" which comprises one-third of the document.

26. Fowler, William. A Developmental Learning Approach to Infant Care in a Group Setting. February 1971, 51p. ED 049 818

*Early Experience; *Day Care Programs; *Developmental Programs; *Program Descriptions; *Program Evaluation; Stimulation; Play; Tables (Data); Research Design; Parent Education; Physical Environment; Child Care; Group Experience; Infants; Learning Theories

This conference paper highlights one infant education project as a successful example of a general, pervasive approach to stimulation in a group setting. The Ontario Institute and the Canadian Mothercraft Society have completed the first year of their 3-year day care demonstration project for advantaged and disadvantaged infants from 3 to 30 months of age. The program had been designed to facilitate infants' cognitive, personality,

and social development through personalized adult-child interaction, guided learning situations, free play and specialized care. Infants in the program made significant gains over the first year in mental, social, and language development, especially for younger versus older infants compared with exclusively home-reared controls. Measures of caretaker and parent functioning also showed generally positive results. It is suggested that involvement, enthusiasm, and coordination of parent care and teaching activities were especially influential in the project's success. The importance of warm, sensitive relations with babies in both teaching and non-teaching situations is emphasized. The magnitude of gains for both advantaged and disadvantaged children suggests a range of potential greater than usually realized. See also ED 048 937 and ED 041 632.

27. Galambos, Eva C. Income Tax Deductions for Family Day Care Homes. Southeastern Day Care Bulletin No. 1. June 1971, 7p. ED 054 860

*Day Care Services; *Family Income; *Tax Rates; *Recordkeeping; *Working Women; Taxes; Business Skills; Operating Expenses

Women who provide day care in their own homes augment their modest earnings in some cases if they take advantage of deductions permitted under the Internal Revenue regulations concerning use of private homes for business purposes. Where combined family income is at a level where income tax is payable, it may be profitable to calculate all permissible deductions and to reduce the tax owed, thereby effectively increasing the amount of disposable income. Allowable deductions include both direct expenditures such as cost of food and toys, as well as indirect costs, such as mortgage payments, rent, or utilities. Illustrative examples of various deductions are given to demonstrate the necessary computations and the minimum record keeping procedures required by family day care mothers in order to claim the deductions. The illustrated deductions in the hypothetical example reduce taxable income by almost one-half.

28. Goodstein, Bernard J. Day Care for Children in Chicago. Guidelines for Planning a Core Daycare Program in Low Income Areas. November 1969, 67p. ED 058 951

*Child Welfare; *Day Care Programs; Disadvantaged Groups; Federal Aid; Guidelines; *Low Income Groups; *Program Costs; Research Projects; Social Services; *Standards; State Aid; Welfare Agencies

Based on a review of the experience of agencies operating day care services, this report proposes guidelines for action; develops a core program with options; reviews possible funding sources; and summarizes day care standards. The report is divided into the following sections: I. Guidelines for Action II. Core Program and Costs; III. Options to the Core Program; IV. Financing Chicago Housing Authority Day Care Centers; and V. Standards Applicable to CHA Day Care Centers. Exhibits and a bibliography are provided.

29. Grotberg, Edith H., Ed. Day Care: Resources for Decisions. June 1971, 494p. ED 050 307

*Behavior Change; *Child Development; *Cognitive Processes; Community Involvement; *Day Care Services; Family Life; *Federal Aid; Federal Programs; Interaction Process Analysis; Parent Participation; Personnel Data; Program Evaluation

The question of federal day care programs on a mass scale oriented toward influencing family life is discussed, and a number of issues concerning the behavioral and social effects of such a system are raised. This document is divided into six parts. Part I discusses the following: day care settings--social, cultural, and anthropological considerations. This part examines day care programs in Denmark, Czechoslovakia, and Israel. It expresses the need for diversity in American day care programs and concludes with a historical background of day care in America up to the present. Part II presents an overview of child development and day care programs, examines the social and emotional development of young children, cognitive and language development in day care programs, principles of behavior acquisition and modification, the roles of motivation in learning, and behavior technology applied to day care. Part III covers adult-child interaction and personalized day care, parent involvement in early education, and parent training programs and community involvement in day care. Part IV discussed program supports and explores such areas as health support in day care, the relation of malnutrition to early development, and social work and supplementary services. Part V covers staff training and delivery systems, and Part VI concludes with an evaluation of present day care centers.

30. Guide and Resources for the Community Coordinated Child Care Program. Office of Child Development (DHEW), Washington, D.C. 1971, 127p. ED 059 768

Bibliographies; *Child Care; *Community Coordination; Concept Teaching; *Day Care Programs; *Guides; *Manuals; Models; Organization; Pilot Projects; Planning

A manual containing some tools helpful to communities as they begin to organize the concept of Community Coordinated Child Care (4-C) is presented. It represents the present state of the art. The purpose of a 4-C Guide is to present flexible model, since the situation in each community and state is unique. Section I discusses the organizing process of 4-C. Section II covers human resources for 4-C committees. Section III presents selected basic documents developed by 4-C pilot projects. Section IV gives a list of references.

31. Hardy, William G., Ed. Communication and the Disadvantaged Child. 1970, 208p.

Biological Influences; Child Care; Child Care Centers; Child Care Workers; *Communication Problems; *Day Care Programs; Day Care Services; *Disadvantaged Youth; English (Second Language); *Inner City; Language Development; *Language Handicaps; Negro Dialects; Social Influences

Contents include the following papers delivered at a conference focusing on communication and the child: Some Biologic and Social Aspects of Communicative Problems; Communication and Academic Achievement in Inner City Children; The Pediatric Generalist Looks at Defective Communication Skills; Reflections from a Special Educator; Approach of the State of Maryland to Meeting Its Responsibilities in Day Care; A Family Day Care Program; Training Session Presented by Three Day Care Mothers of the Family Day Care Program Friends' Association for Children; Day Care Programs: A Mandate for Change; Experiences with a Day Care Program; and Philosophy and Attitudes of the Children's Bureau Regarding Hearing, Language, and Speech. Additionally, short summaries of discussions on An Index for Child Care, Prevention of Communication Disorders, Trying to Prevent a Mediocre Future, Remedial Work, A National Community, Administrative Problems, Timing and Cost of Day Care Centers, Defining The Language Problem, Parent Guidance, and English As A Second Language are presented.

Availability: The Williams & Wilkins Co., 428 East Preston Street, Baltimore, Md. 21202 ($9.95)

32. Hawkins, David F.; And Others. Industry Related Day Care: The KLH Child Development Center. Part I. 1970, 136p. ED 059 758

*Child Care Centers; *Child Development; Childhood Needs; Day Care Programs; *Day Care Services; Decision Making; *Industry; Early Childhood; Economically Disadvantaged; Environmental Influences; *Federal Government; Financial Support; Group Activities; Improvement Programs; Individual Development

The first of two reports describing and evaluating the creation and operation of the KLH Child Development Center, Inc., and industry-related child care center located in Cambridge, Massachusetts, is presented. The purpose of the report is to present the research design for the evaluation of the project and to discuss the expectations of the parties involved, their progress to date in establishing the Center, and the critical decisions made by these groups. The point is made that child care arrangements made by many working mothers among the disadvantaged minority groups are often inadequate. The environment for the proper development of the children of

the disadvantaged is often of poor quality and even harmful. In recognition of the need to improve this situation, a Federal Panel on Early Childhood was established. A brief history of industry-related child care centers and the characteristics of this type of care are given.

Availability: KLH Child Development Center, Inc., 38 Landsdowne Street, Cambridge, Mass. 02139 ($3.00)

33. Howard, Norma Kemen, Comp. Day Care: An Annotated Bibliography. June 1971, 19p. ED 052 823

*Day Care Programs; *Day Care Services; *Annotated Bibliographies; *Preschool Programs; Program Costs; Program Descriptions; Program Administration; Certification; Standards; Instructional Staff; Facilities; Equipment; Government Role

This bibliography contains annotations of recent research reports, papers, and booklets and a list of journal articles dealing with different aspects of day care. Specific topics covered include program, staff, building, equipment, licensing and standards, financing, governmental involvement, and community support. The bibliography should be of particular use to teachers, administrators, and parents interested in day care. Ordering information for all titles is included.

Availability: University of Illinois Curriculum Laboratory, 1210 West Springfield Avenue, Urbana, Illinois 61801 ($0.35, plus .15 handling, catalog no. 1300-12)

34. Huntington, Dorothy S., Ed.; And Others. Child Development: Day Care. 2. Serving Infants. 84p. ED 059 775

*Child Development; *Day Care Programs; Day Care Services; *Guides; *Infants; Information Sources; *Preschool Children; Problem Solving; Program Administration; Psychomotor Skills; Self Concept; Social Development; Standards; Thought Processes; Toys

This volume is the first in a series of Handbooks dealing with the child development aspects of any good day care program. The Handbook is divided into five sections. Chapter One covers the principles of day care that must be the foundation of any program. It reviews the developmental needs of children from birth to age three, and outlines some of the cautions and controversies involved in infant care programs. Chapter Two is designed to remind program developers of the practical problems involved in organizing and running a day care center, and offers some suggestions

for dealing with these problems. Chapter Three again deals with the issues of day-to-day operation of a center for infants. Chapter Four offers suggestions for activities to carry out with infants of three age levels: birth to one year, one year to two years, and two years to three years in six areas; language, gross motor development, fine motor development, self awareness, thinking, and social responsiveness and mastery. The Appendixes offer a list of information sources on day care and child development, a list of suggested equipment and supplies for an infant-toddler center, and a list of commercially available toys and books appropriate for children under three years of age.

Availability: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.75, Catalog No. 1791-0164)

35. Jacob, Stacie, Ed. Manual on Organization, Financing and Administration of Day Care Centers in New York City. Second Edition. 1971, 550p. ED 058 967

Accounting; *Administrative Organization; Agencies; Career Change; Child Development; Classroom Games; Committees; Cost Effectiveness; *Day Care Services; *Financial Support; Health Programs; Information Sources; Laws; Management; *Manuals; *Program Administration; Program Planning; Purchasing; Recruitment; Site Selection; Taxes

This manual grew out of the need expressed by community groups and their advisers for a centralized source of information on how to start a day care center. It is divided into 16 parts: (1) The Agency for Child Development: The Structure of the New Agency, (2) Finding a Site for a Day Care Center, (3) Financing a Day Care Center through the City Interim Funding Program, (4) Financing a Day Care Center through the City Direct Lease Program, (5) Financing a Day Care Center with Money from New York State under the Youth Facilities Improvement Act, (6) How to Buy City-Owned Property for Development as a Day Care Center, (7) Planning a Health Program for Your Day Care Center, (8) Discussion Paper on Drop-In Day Care, (9) Incorporation of Day Care Centers, (10) Writing By-Laws for a Day Care Center Corporation, (11) Getting Tax-Exempt States for Your Day Care Center, (12) Accounting and Management for Day Care Centers, (13) Some Notes on Recruiting and Hiring Staff for Your Day Care Center, (14) Report of the Training and New Careers Committee, (15) Ideas for Putting a Day Care Classroom Together and Things to Make and Do with Children, and (16) Purchasing Equipment for Your Day Care Center.

Availability: Bank Street College of Education, 610 West 112th Street, New York, New York 10025 ($5.50, plus $0.75 postage and handling)

36. Kadushin, Alfred. Child Welfare Services: A Sourcebook. 1970, 557p.

*Child Welfare; *Day Care Services; *Adoption; *Foster Family; *Social Welfare; Adoption (Ideas); Child Care Centers; Adopted Children; Foster Children; Social Services; Social Workers

This sourcebook makes conveniently available the relevant materials on child welfare that were formerly scattered in conference proceedings, professional journals, government publications, and special meetings reports. The book is a supplementary tool for those interested in teaching and learning about child welfare and emphasizes research in this area. Selection of material for the sourcebook was based on a definition of child welfare services within the context of the profession of social work and is primarily concerned with services performed by those who are child welfare social workers employed by institutions, organizations, and agencies. Topics included are: protective services, homemaker and day-care services, foster-care services, adoption services, and the child-caring institution.

Availability: The Macmillan Company, 866 Third Avenue, New York, New York 10022 ($8.95)

37. Kempf, Sharon Hartwell. Day Care for the Young Child: What Is the Social Worker's Role? June 1970, 29p. ED 058 956

Child Development; Children; Child Welfare; *Day Care Services; Discussion Groups; *Early Childhood; Economically Disadvantaged; Educational Programs; Experimental Programs; Financial Support; *Infants; Mothers; Policy Formation; Problem Solving; Program Evaluation; Research; *Role Perception; *Social Workers

Sporadically, across the country, experimental day care centers for the very young child (eight weeks to three years of age) are coming into existence. Some authorities in the child development and child welfare field advocate this move because they believe that infant day care is the head start deprived children need; and that the present Head Start programs begin too late. Other people in the field think that day care for the young child can only be destructive to babies, because they will be given only "institutional care." They do not believe that small group care of young children can provide the baby with individual, consistent, warm mothering care that he needs for normal development. The pros and cons of day care for the young child are based on: a review of recent child development research; the evaluation and discussion of experimental day care programs in the United States; and, the author's experience in planning an infant day care center. This is followed with a discussion of various roles for social workers in the policy formation, funding and licensing area, as well as their vital function in the actual operation of a day care center for young children.

38. Kempf, Sharon Hartwell. Infant Day Care: Hazard or Mental Health Resource? March 1971, 15p. ED 054 851

*Day Care Programs; *Day Care Services; *Infants; *Childhood Needs; *Mental Health; Physical Health; Psychological Needs; Social Relations; Individual Development

Hazards in infant care may occur in an institution, day care setting or family day care home whenever caretakers disregard the individual needs of infants. Whether group care of infants becomes a mental health hazard or a resource depends upon several factors. In such situations, an infant may fail to establish the close ties with a single mothering person basic to the development of trust and dependability. Adequate protection for the infant from accidents and infection presents another hazard. Another consideration is that a baby can be bombarded with too much stimuli. Also, in a group setting, a baby may lack exposure to sufficient and appropriate toys. If caretakers are too busy or preoccupied to respond to the infant's first babblings, his language may not develop adequately. When there are too few caretakers to provide physical contact, cuddling, and playtime, the infant's growth and learning may be delayed. However, when the caretaker recognizes the individual need of each child and tailors a varied and interesting program to him, healthy development can result. Parents, too, may benefit from education and support in their task of raising children.

39. Keyserling, Mary Dublin. The Day Care Challenge: The Unmet Needs of Mothers and Children. March 1971, 12p. ED 050 821

*Day Care Programs; *Day Care Services; *Child Care; *Needs; *Working Women; Federal Legislation; State Federal Aid; Industrial Relations; Migrant Children; Work Experience Programs; Federal Programs; Low Income Groups; Economically Disadvantaged; Objectives

An overview of the present shortage of day care facilities in the United States is presented in this speech. Statistics cited on the number of working mothers with children under the age of 6 and the number of day care licensed homes and centers show that the shortage of licensed day care facilities is much more acute than it was five years ago. Also, there are a great number of mothers who are ineligible for subsidized day care, but whose incomes are too low to buy good private care. Government programs provide day care for only 2% of the migrant children who need it, and for only about 10% of the children at poverty or near poverty levels. Mothers in federally sponsored work training programs are often unable to continue participation because of lack of child care. It is recommended that over the next five years a goal be set for provision of developmental day care services for at least 2 million additional children, merely to catch up

with the current need. Participation of the clothing industry, some hospitals, and some governmental departments in providing day care for children of their employees and the growing emergence of franchised day care systems are discussed. [Filmed from best available copy.]

40. Kiester, Dorothy J. Consultation in Day Care. 1969, 82p.

*Day Care Services; *Day Care Programs; *Consultants; *Professional Personnel; *Technical Assistance; Specialists; Preschool Workshops; Institutes (Training Programs); In-service Education; Educational Philosophy

This handbook clarifies the responsibility, role and functions of the day care consultant. A chapter on the philosophy of day care is intended to stimulate thoughtful consideration of how existing patterns of day care affect children, parents, and the family. A variety of methods and strategies for translating day care philosophy into practice are described. The tools needed by the day care consultant are knowledge, communication skills, relationship skills, constructive use of authority, and skills of diagnosis and problem solving. A final chapter on training discusses conferences and institutes, workshops, and inservice training. This booklet was written primarily for day care consultants, but it should also be helpful to boards of directors and planning committees in communities where skilled consultants are not readily available.

Availability: Institute of Government, University of North Carolina, Chapel Hill, North Carolina 27514 ($1.00)

41. Keister, Mary Elizabeth. A Review of Experience: Establishing, Operating, Evaluating a Demonstration Nursery Center for the Daytime Care of Infants and Toddlers, 1967-1970. Final Report. June 1970, 72p. ED 050 810

*Infants, *Day Care Services; *Nursery Schools; *Child Care Centers; *Demonstration Programs; Child Care; Program Descriptions; Program Evaluation; Group Experience; Cognitive Development; Social Development; Motor Development; Parent Attitudes

This document is the final report of Phase One (1967-1970) of the Group Care of Infants Demonstration (Center) Project. This report devotes major attention to the problems of establishing, operating, and evaluating a group day care center for infant and toddler care. The Center project describes what is required to provide housing, equipment, food, supplies, services, proper ratio of adults to children, daily programs and costs

for this one program. Evaluations of child growth were based on data from 15 pairs of matched home and Center children (from middle class families) between the ages of three months and three years. Data analysis revealed few significant differences between groups on mental, motor, or social development. Those differences which were significant favored the Center children. Illness data were difficult to collect and indicated that Center children appeared to have had more diaper rash and more colds. Outgrowths of the Center project were publication of guidelines for the state legislature, a leaflet for parents, and a descriptive booklet detailing group care of young children. Although this one program demonstrated that babies in group care are not harmed by the experience, the report stresses the pioneering nature and uniqueness of the Center endeavor.

42. LaCrosse, E. Robert. Day Care for America's Children. 1971, 28p. ED 062 568 (Microfiche only)

*Child Care; *Child Care Workers; *Child Development; *Day Care Services; Inservice Education; Program Costs; *Social Influences; Working Women

High quality day care is a pressing social need for the 1970's. Factors responsible for the strong interest in day care include pressures for welfare reform, the growing number of women in the labor force, minority pressures for equal opportunities, and research findings stressing the importance of development during the early years of a child's life. Day care has taken many forms ranging from baby sitting to full-day group care and 24-hour care. Along with variations in the type of day care offered are variations in the services offered by day care centers, including operating hours, provisions for health care, special lessons or tutoring, and transportation services. All-day programs must be planned wisely to help children develop and to meet their needs. Guidelines for providing individualized care along with a discussion of the costs of day care and issues relating to licensing, community coordination, and education of day care personnel are included in this publication.

Availability: Public Affairs Committee, Inc., 381 Park Avenue South, New York, New York 10016 ($0.35, payment in advance)

43. Levenstein, Sidney. Day Care: Gold Coin or Brass Check. March, 1971, 25p. ED 047 342

*Child Care Occupations; Child Development; *Day Care Programs; *Day Care Services; *Developmental Programs; Disadvantaged Youth; Policy Formation; *Preschool Children; Preschool Education; Program Development; *Program Planning; Working Women

On the assumption that there will be a national program of day care for preschool children, the author presents the major issues involved. An attempt is made to bring together some figures on current need and available facilities, to examine policy considerations in the implementation of programs, to present some difficulties in providing adequate caretakers, and to discuss preferred strategies in the mix of programs to meet the needs. Policy and program considerations include: (1) level (a custodial-to-developmental continuum), (2) eligibility, (3) types of services (part-time, full-time, day, night, drop-in, etc.), (4) control, (5) costs, and (6) personnel. The author concludes with recommendations based on three assumptions: (1) Most families can provide children with good care if there are programs, facilities and personnel to help them when needed; (2) It is desirable to strengthen rather than dilute family ties; and (3) Programs should be at the developmental level. The focus is on day care centers for preschool children over three years old. Other arrangements for those under three years are discussed.

44. Lynch, Dollie; Kinard, Claude. Abstracts of State Day Care Licensing Requirements. Part 1: Family Day Care Homes and Group Day Care Homes. 1971, 214p. ED 059 760

*Abstracts; Bibliographies; Certification; *Child Care; Child Development; *Day Care Services; Federal Government; *Standards; *State Laws; Surveys

This compendium of abstracts of state day care licensing regulations has been prepared as part of the National Survey of Day Care Licensing conducted by Consulting Services Corporation in conjunction with Social and Administrative Services and Systems Association for the Office of Child Development, U.S. Department of Health, Education, and Welfare. A uniform format for the presentation of the abstract of day care regulations for each state and the District of Columbia has been used. (For related document, see ED 059 759.

45. Mazyck, Aurelia. Suggested Equipment and Supplies for Infant - Toddler Center. 1969, 21p. ED 062 012

Childrens Books; Costs; *Day Care Services; Demonstration Centers; *Educational Equipment; Educational Facilities; Health; *Infants; Instructional Materials; Nursery Schools; *Preschool Children; Psychomotor Skills; *Supplies; Toys

A list of equipment and supplies useful in the daytime care of infants and toddlers is presented. This equipment is in use at an all-day care center for 15 infants and 10-12 toddlers. The following types of items are listed: furnishings, linens, toys for motor activities, manipulative toys, crib toys, outdoor play equipment, books, phonograph records, posters, household items used for toys, and health supplies. Prices are quoted for many items.

46. Models for Day Care Licensing (Draft). Office of Child Development (DHEW), Washington, D.C. 200p. ED 059 771

*Certification; Change Agents; Child Care Centers; Conferences; *Day Care Services; Health Guides; Interdisciplinary Approach; Legislation; Local Government; *Models; Objectives; Program Administration; Safety; Sanitation Improvement; *Standards; State Government; *Surveys; Zoning

A draft model for day care licensing, developed as a part of a three phase national study of day care licensing and sponsored jointly by two federal agencies, is presented. The objectives of the project are: (1) Determine the status of licensing in the various states and the extent to which the licensing process might be a deterrent to future expansion of day care facilities; (2) Develop model statutes, codes, regulations and administrative procedures for possible future adoption by state and local government; and (3) Present the models to national and regional conferences and local officials in such a way as to clarify the benefits and encourage their adoption by state and local governments. In Phase II, six task forces, comprised of experts from many disciplines involved in day care licensing, met for a week and produced a set of coordinated models for day care licensing. The six models which emerged cover the following areas: legislation, zoning, fire safety and codes, health and sanitation, administration, and staffing and program requirements. These models are intended to be a basic framework for licensing day care facilities and are designed to improve the licensing process through a cohesive approach to reform of state and local care licensing.

47. Mueller, Jeanne. Preschool Education and Day Care for Swedish Children. September 1971, 33p. ED 062 015

*Child Development; *Concept Formation; *Day Care Services; Early Childhood Education; *Educational Philosophy; Family Life; Nursery Schools; Objectives; *Preschool Education; Racial Integration; Socioeconomic Status; Standards; Students; Teachers; Working Women

A comprehensive study of the types of care provided for Swedish children is presented. The point is made that the three major frameworks which support the Swedish philosophy of early childhood education are those of Arnold Gesell, Jean Piaget, and Erik H. Erikson. From all three sources, preschool teachers learn the concept of epigenesis, the proper rate and proper sequence for normal development. To the extent that it is possible, all day care centers have a mix of racial and ethnic groups, and they try to maintain an even ratio of boys to girls. There are various types of day care centers in Sweden. One of these is the Minnie, which accommodates children in the one-to-seven year group. Children are placed by the Social Bureau according to when parents apply to the Day Care Unit, that is, in the order in which names appear on the waiting list. Priority, however, is given to working mothers, disabled mothers, students, and single parent families. Children come from all parts of the city. The Minnies are not supposed to give just custodial care but to have the same pedagogical standard and content as the nursery schools which are open to children from 4-7 for three hours on weekdays. Swedish nursery schools are viewed as a supplement to the often small Swedish nuclear family and day nurseries, and free time centers are seen as a substitute for care in the home.

48. Neighborhood-Based Child Care Services for the Inner City: A Service Model, A Staffing Plan and A Program Implementation Strategy. Illinois State Dept. of Labor, Chicago, Ill. February 1971, 92p. ED 054 342

*Career Ladders; Career Opportunities; Child Care Workers; Clerical Workers; Community Programs; *Day Care Services; Disadvantaged Groups; Feasibility Studies; Human Services; *Inner City; *Models; Occupational Mobility; Program Administration; *Program Development; Vocational Education

This feasibility study was undertaken to develop an integrated model for the delivery of neighborhood-based child care services to residents of the inner city which would: (1) put the needs of the child first, (2) provide supportive human services to the family unit, (3) provide inner city residents with career opportunities in the child care field, and (4) develop and sustain full community participation in program management. The proposed model consists of a Central Unit which serves a 25-block area and provides administrative and supportive services to five Mini-centers. Each Mini-center serves a five-block area and provides service to eight to ten pre-school children, a similar number of school age children, and their parents. Employees are to be selected from the neighborhood and every effort will be made to utilize welfare mothers who wish to enter child care and human services careers. Six months prior to the opening of the Central Unit and Mini-Centers, and subsequently on an ongoing basis, all employees will participate in a training program. The career development program is based on a career ladder approach and allows workers to enter as child development, human services, or clerical trainees and proceed with training and experience to higher competency and salary levels. Additional information and an implementation strategy are provided.

49. Page, Paula; Kollias, Karen. Campus Day Care: Issues and Resources. 1971, 20p.

Annotated Bibliographies; *Campuses; Childhood Needs; Child Psychology; Community Resources; *Day Care Programs; *Day Care Services; Early Childhood Education; Federal Government; Females; *Political Issues; Questionnaires; *Resources; Surveys; Welfare Services

A report on day care in three parts is presented. Part I, The Campus and the Day Care Movement, discusses the feasibility of answering the demands for "day care now" from the point of view of the welfare of the children involved. The point is made that campus groups should investigate present day care trends, from the viewpoint of the impact of those trends on the wider need, throughout entire communities, for such services. Part II is a Day Care Survey containing a questionnaire which has 25 questions relating to day care services and programs. Part III, Day Care and Early Education: An Annotated Bibliography, includes articles, books, and references from various viewpoints. Roughly, the bibliography is broken down into these sections: publications, other resources, and literature with an emphasis on early education, child psychology, and women's needs. A total of 45 publications, 7 other resources, and 12 Federal Agencies are listed.

Availability: Child Welfare League of America, Inc., 67 Irving Place, New York, New York 10003 ($0.75)

50. Parker, Ronald K., Ed.; Dittmann, Laura L., Ed. Child Development: Day Care. 5. Staff Training. 36p. ED 059 774

Career Opportunities; Children; *Day Care Programs; Educational Quality; *Guides; Inservice Education; *Learning Processes; Personnel; *Staff Orientation; Teamwork

In the belief that trained personnel are vital to the development of quality care programs for children, this handbook provides training suggestions for personnel in various day care settings. Basic principles in day care training include: (1) All persons in a day care setting, from policy-makers, to staff, to children are learners; (2) Training should be a continuous process; (3) There are many and varied types of training; (4) Staff members need to be trained as a team; (5) Parents should be involved in all training stages; and (6) Training can be carried out at the day care setting. This handbook is divided into four chapters: (1) Introduction, (2) Careers in Day Care, (3) The Training Process, and (4) Description of a Selection of Training Programs.

Availability: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50, Catalog No. 1791-0163)

51. Planning a Day Care Center. Day Care and Child Development Council of America, Inc., Washington, D.C. 1971, 21p. ED 053 795

*Day Care Services; *Day Care Programs; *Program Planning; *Program Administration; *Program Costs; Home Programs; Financial Costs; Preschool Programs; Infants; Educational Programs; Recreational Programs; Special Programs

The purpose of this guide is to give individuals, community groups, and other organizations a checklist of important points that must be considered in day care program planning if quality services are to be established for children and families. The guide provides information concerning the preliminary steps needed to establish a day care program; different types of day care programs; and programs with special emphasis (such as education, recreation, or therapeutic). Also discussed are sources for funding day care; services offered in group centers; day care home programs; legal requirements; administrative framework; and various cost considerations.

52. Prentice, Norman M.; Bieri, James. Intellectual Development of Culturally Deprived Children in a Day Care Program: A Follow-Up Study. March 1970, 12p. ED 045 186

*Followup Studies; *Intellectual Development; *Disadvantaged Youth; *Day Care Programs; Cognitive Development; Testing; Research Problems

For this followup study an attempt was made to retest all 136 children evaluated in the Austin, Texas Day Care Program nine months earlier but only 95 children were available. Subjects were Negro and Mexican-American. The original study indicated that significantly higher scores were earned on tests of intellectual performance as a function of length of time in program and that "old" children (in program approximately 14 months) gained as many as ten IQ points over "new" children (in program an average of 3 months). Were the old children brighter to begin with or did they have parents more intellectually alert to the benefits of continued participation? To answer this question 57 old children and 38 new children were retested with two well-known, individually administered intelligence tests. Results indicate that those who had been in the program an average of 23 months were to some extent brighter and that upon retesting a slight but significant drop in intellectual level occurred on the Binet. The new children, however, made slight gains between the original and the followup testing which upon closer analysis might be dismissed as artifactual. Differential effects for sex and ethnicity occurred. Five other questions about the relationship of intellectual development to day care are raised by this study and remain unanswered. (Bibliography provided).

53. Prescott, Elizabeth And Others. Day Care as a Child-Rearing Environment. 1972, 65p.

Behavior Patterns; Child Care; Child Care Centers; Child Development; Childhood Needs; *Child Rearing; Comparative Analysis; *Day Care Services; *Environmental Influences; Factor Analysis; Guidelines; Intervention; *Program Evaluation; Teacher Behavior

Differences among day care environments and factors related to these differences are examined. Also, the probable effectiveness of group day care in meeting the developmental needs of children is discussed. Chapters I and II give the rationale and procedures of the study. Chapter III provides a description of patterns of teacher behavior and center program. This is followed, in Chapters IV, V, VI, and VII, by an examination of the variables which predict these patterns. The section on evaluation considers the match between environmental opportunities and developmental needs. The conclusions suggest possibilities for intervention and guidelines for future development of day care services. Eight tables present results of factor analysis of Teacher Behavior Patterns and Center Patterns, and one table presents Selected Center Characteristics by Quality of Center.

Availability: Publications Department, National Association for the Education of Young Children, 1834 Connecticut Ave., N.W., Washington, D.C. 20009 ($1.75; Set of Volume 1 and Volume 2, $3.25)

54. Prescott, Elizabeth. Group and Family Day Care: A Comparative Assessment. February 1972, 22p. ED 060 945

*Comparative Analysis; Cost Effectiveness; *Day Care Programs; *Day Care Services; *Family Environment; Group Activities; Mothers; Parent Attitudes; *Program Evaluation; Research; Staff Orientation; Surveys; Teacher Education; Teacher Qualifications; Working Women

The point is made that studies of day-care use consistently confirm that the most common form of day care is in-home day care by a relative or another person. Group care as it now functions is most practical for a mother who works regular daytime hours and lives within manageable commuting distance of a center. The yearly costs per child reported for group care have ranged from a low of $400 to $1300 reported to a high of $2195 to $3895. Costs in family day care range from $114 to $1170 per year with an average of $1040. Surveys of mothers' satisfaction with care all report fairly high satisfaction with their out-of-home arrangements. At present, there is little information on the effects of day care. The definition of quality care given in this study is a program which substitutes for a good home. Findings of this study also include: (1) Size of day care centers is

directly related to the quality of the program; (2) There did not appear to be any great differences in the quality of the programs related to auspices; (3) The quality of teacher performance is directly related to the type and amount of staff training; and (4) Staff of quality day care programs were judged to be more child-centered.

55. Prescott, Elizabeth; Jones, Elizabeth. The "Politics" of Day Care. 1972, 83p.

Change Agents; *Child Care; *Child Care Centers; Community Control; Data Collection; *Day Care Services; *Decision Making; Early Childhood; Environmental Influences; Expectation; Interviews; Parent Attitudes; *Preschool Children; Problem Solving; Questionnaires; Standards

A study examining various pertinent aspects of child day care is presented. Two questions are focused upon: (1) How does a community get group day care?, and (2) Once day care is obtained, how can the community regulate its quality? Also included in this study is an exploratory look at the clientele of day care centers--parents and their expectations for their children. The data presented has been collected in a variety of ways; interviews, questionnaires, content analysis of minutes, and of public hearings, structured and participant observation. Focus is on the decision-making process at many levels. In each case, the following questions were asked: (1) What was the background of the changes, problems, or conflicts? (2) Who were the persons or groups concerned? and (3) What influences determined the outcome?

Availability: Publications Department, National Association for the Education of Young Children, 1834 Connecticut Ave., N.W., Washington, D.C. 20009 ($2.00; Set of Volume 1 and Volume 2, $3.25)

56. Priorities for Office of Child Development Day Care Research and Demonstration Grants: FY 72. Office of Child Development (DHEW), Washington, D.C. December 1971, 12p. ED 058 965

*Child Development; *Day Care Programs; *Demonstration Projects; *Early Childhood; Elementary School Students; Family Environment; Parent Participation; Preschool Programs; *Research Projects

This document provides information to those interested in submitting proposals to conduct day-care research or demonstration projects for the Office of Child Development (DHEW). In the first section of the document, the status of research findings in day care is summarized. These findings concern: Auspices, Staff, Physical Facilities, Issues Relating to Children,

Day Care Curriculum, Families in Day Care Services, Support Services in Day Care Programs, and Measurement and Evaluation. The second section of the document concerns FY 72 Day Care R&D Priorities and Approaches. Selected areas for research are: Program Quality (Conceptual Analyses, Empirical Studies, and Demonstration Projects); Staff Quality (Conceptual Analyses, Empirical Studies, and Demonstration Projects), Parent Involvement and Effectiveness (the day care program, the family, and the child), Immediate and Long Term Effects of Day Care on Infants, Pre-school Children, Primary and Adolescent Children (Empirical Studies), Impact of Day Care on the Family and Other Social Institutions (Conceptual Analyses and Empirical Studies); and Other Studies of Day Care Characteristics and Effects (Conceptual Analyses, Empirical Studies, and Instructions for Submitting Proposals).

57. Problems on Licensing Family Day Care Homes. Southern Regional Education Board, Atlanta, Ga. November 1971, 19p. ED 058 959

*Certification; Child Development; Comparative Analysis; Day Care Programs; *Day Care Services; *Early Childhood; Federal Government; *Financial Support; Health; Legislation; Problem Solving; Projects; Safety; Social Work; *Southern States; Standards; State Government; Working Women

This document reports on a three-year demonstration day care project. The Southern Regional Education Board has responsibility for coordinating the project, providing training and assistance, and evaluating the program over the three-year period. Specifically, this report is one of a series of bulletins on a variety of topics related to day care. The point is made that the need to expand day care services nationally has focused attention on some of the problems and inconsistencies associated with application of existing day care licensing regulations. Concurrent with another study, the Southeastern Day Care Project (SDCP) has reviewed current practices in family day care licensing in the eight states of the Project. The reasons for this review include: (1) Expanding day care services need to have their standards reviewed; (2) Children need to be protected from placement in situations that present possible danger to their health, safety, and development; and (3) Numerous problems have arisen in the SDCP states when securing of family day care licenses was attempted in connection with federally funded programs. The general difficulty encountered in obtaining licensing has been a deterrent to the development of family day care and a factor in preventing residents of housing projects in the region to proceed with service. Current day care standards were reviewed to resolve some of these problems. This review has revealed that rigid provisions in licensing may impede the provision of a needed service. It is proposed that day care homes receiving government funds be registered instead of licensed.

58. Radin, Norma. Evaluation of the Daycare Consultation Program 1969-1970. September 1970, 35p. ED 047 331 (Microfiche Only)

Attitudes; Behavior Change; *Consultation Programs; *Day Care Services; Inservice Programs; *Lower Class; *Middle Class; *Preschool Children; Social Class

Evaluated is a program with two components: individual consultations offered bi-weekly to daycare mothers in their homes, and group discussions in which the mothers talked about their mutual concerns and interests. Hypotheses tested were: (1) participants would show a greater increase in attitudes and behaviors conducive to growth of children than their matched controls, as well as a greater increase in their sense of fate control; and (2) preschool experimental children would show greater behavior change than the control youngsters. The sample consisted of one middle and one lower class experimental group, and one middle and one lower class control group. There were five mothers in each group. Findings show that experimental group mothers, regardless of class, differed significantly from their matched controls in showing an increase in rejection of the homemaker role by the end of the year, and that mothers in the lower class experimental group evaluated their daycare children as being more dependent at the end of the year than at the beginning. Increased dependence upon significant adults is considered desirable in lower class children since it suggests an increased susceptibility to influence by future teachers. [Not available in hard copy due to marginal legibility of original document.]

59. Rosenberg, Beatrice. Day Care Facts. May 1970, 15p. ED 050 245

*Day Care Programs; Federal Aid; Federal Programs; *Program Descriptions; *Working Women

The need for day care services is steadily growing as more mothers enter the labor force. This booklet describes the major efforts being made to provide these services. Included are efforts by all levels of government, unions and management, hospitals and universities, women's groups, and other public and private programs.

Availability: Women's Bureau, Wage and Labor Standards Administration, U.S. Dept. of Labor, Washington, D.C. 20210

60. Ruderman, Florence A. Child Care and Working Mothers: A Study of Arrangements Made for Daytime Care of Children. 1968, 392p.

*Working Women; *Day Care Services; *Day Care Programs; *Mothers; Community Study; Community Attitudes; Facilities; Mother Attitudes; Family Characteristics; Home Programs; Children; Socioeconomic Influences; Child Care Workers; Changing Attitudes; Parent Attitudes

In 1960, the Child Welfare League of America began the Day Care Project to survey research to clarify and revise day care services. A three stage program assessed attitudes and practices in seven communities. Stage I tapped community opinions (namely, working mothers) on child welfare issues. Stage II utilized field techniques to survey supplementary child care practices in 300 families. Stage III surveyed 1400 day care facilities and studied licensing laws. When completed in 1964, the study revealed that (1) clientele came from normal homes, (2) children of working mothers need supplementary child care services, (3) much in-home care for infants is in a caretaker's home, (4) mothers want responsible care given and day care is frequently of poor quality, (5) staff reflects low standards of selection and staff is difficult to recruit, (6) virtues of family day care are seldom realized, and (7) good care must be differentiated by age of child. The findings suggest that current practices need to move toward developments of supplementary child care facilities which are independent of connotations of social work and public utility.

Availability: Child Welfare League of America, Inc., 44 E. 23rd St., New York, New York 10010 ($7.50)

61. Sale, June Solnit; Torres, Yolanda Ledon. "I'm Not Just a Babysitter": A Descriptive Report of the Community Family Day Care Project. July 1971, 217p. ED 056 758

*Day Care Programs; *Day Care Services; *Neighborhood; *Group Discussion; *Program Development; Ethnic Groups; Low Income; Case Studies; Child Care Workers; College Students; Adult Education; Family Environment; Tables (Data)

This report describes the initiation and work of the Community Family Day Care Project (sponsored by Pacific Oaks College) in its first year of operation. The goals of the project were: (1) to identify the formal and informal networks of child care in a multi-racial (Mexican, Negro, Anglo) low-income neighborhood in Pasadena, California; (2) to explore possible methods that might be used to support existing networks, facilities and people concerned with the day care of young children in order to improve the quality of service; (3) to investigate alternatives that may be provided in order to expand day care opportunities in a neighborhood. The report contains information on recruitment of project participants, family day care, family day care mothers, parent meetings (Mother's Club and other get-togethers), field demonstration assistants, and college student assistants. Also included is a survey of child care facilities in Pasadena, a description of support services (story hour, toy loan, a monthly newsletter, and information on licensing, the barrio, the research dimension and an informal evaluation of the impact of the project on community, college students and project staff. A bibliography is included. Appendixes contain descriptions of the Mother's Club, and the Environmental Workshop and copies of forms used in the project.

62. Standards for Day Care Centers for Infants and Children Under 3 Years of Age. American Academy of Pediatrics, Evanston, Ill. 1971, 29p.

*Day Care Programs; *Day Care Services; *Standards; *Infants; *Preschool Children; Child Development; Parent Participation; Program Administration; Personnel; Recordkeeping; Physical Facilities; Nutrition; Health Services

The Committee on Infant and Preschool Child of the American Academy of Pediatrics has developed basic standards for quality day care for children under 3 years of age. The availability of day care provides a mother with the choice of group day care as one of the means of providing for her children. Options should include full-time or part-time day care under a variety of sponsorships and in a variety of locations such as neighborhood schools or parents' place of employment. The primary purpose of day care should be to offer a sound basis for promoting learning and further development of the young infant and support and encouragement for the mother in her efforts to care for her child. Parent involvement in the day care center is seen as essential. The eight chapters in this manual cover the following areas: Basic Principles; Administration; Personnel; Records; Program; Health Services; Nutrition; and Facilities.

Availability: American Academy of Pediatrics, P.O. Box 1034, Evanston, Illinois 60204 ($2.00)

63. State Implementation of Federally Financed Day Care Programs. Day Care Survey--1970. Office of Economic Opportunity, Washington, D.C. 1970, 316p. ED 060 953

Adolescents; *Child Care Centers; *Day Care Programs; Day Care Services; Federal Aid; *Federal State Relationship; *Preschool Children; Program Descriptions; Social Services; State Aid; Surveys

Program information contained in this volume is based upon reports submitted by State agencies and Federal regional offices that have either direct or indirect involvement with federally sponsored programs which may provide direct day care services or support for day care activity. These reports were submitted in response to a national inquiry conducted to develop a single reference of federally financed day care activity in the states as it existed at the launching of Day Care Survey 1970 (September 1970). An index is provided of State implementation of Federal programs.

64. Strand, Roger; And Others. Who Cares for the Children? A Study of Child Care in Olmstead County, Minnesota, 1970. 1970, 79p. ED 060 951

*Child Care; Child Development; Community Involvement; *Data Collection; Day Care Programs; *Day Care Services; Early Childhood; Employer Attitudes; Financial Needs; Improvement Programs; Interviews; Mothers; Parent Attitudes; Preschool Children; Questionnaires; *Research; Resource Centers; Social Services; *Working Women

An attempt was made to gather information about working women and to learn what provisions they made for the care of their preschool age children while they worked. In the pursuit of this information, the following tasks were performed: (1) documentation of where and how children are cared for while their mothers work, (2) finding out what working mothers want regarding care for their children, (3) study of the interrelated elements between child care arrangements and the mothers' work situations, (4) drawing up of specific conclusions from the study so that future discussions and plans are based upon reliable evidence, and (5) prescribing of avenues for future action based on documented needs of the community. To obtain this information, two separate questionnaires were designed: one for the mother and the other for the employer. Findings of this study include: (1) Working mothers are here to stay; (2) The number of women in the labor market grows each year; (3) Parents are prone to accept custodial care as being sufficient; (4) Working mothers choose child care arrangements that are most convenient; and (5) Day care services are often poorly defined. It is recommended that: (1) A day care communications center be established; (2) Programs presently providing group day care services to children be improved; and (3) A resource center for licensed family day care mothers be established.

65. A Study in Child Care (Case Study from Volume II-A): "A House Full of Children." Day Care Programs Reprint Series. (Zeckhauser, Sally; Ruopp, Richard R.) November 1970, 49p. ED 051 891

*American Indians; Anglo Americans; *Bilingualism; Community Programs; *Day Care Services; Health Programs; Nutrition; Organization; Parent Participation; Physical Facilities; Program Descriptions; *Self Concept; Social Services; Volunteers

The Ute Indian day care center at Fort Duchesne, Utah, is an expanded Head Start program serving Ute and Anglo children. The community control of the center is significant: two-thirds of the staff are Ute; parents work as paid staff and volunteers in teaching situations; monthly parent meetings are held; 40% of the parents are involved in a career development program; and the center distributes its own monthly newsletter. Ethnic identity and

bilingual communication are stressed in the day care program. Children are taught about their native legends, foods, crafts and dances. Center personnel feel that the emphasis on Ute culture gives Ute children increased tribal pride and Anglo children a better understanding of their Indian neighbors. Children in the center are free to choose their own activities and self-reliance is encouraged. The center provides a full-time nutritional and health program. A floor plan of the center, a community history, an explanation of center and staff organization, a chart of the use of the coordinator's time, and parent comments are included in this document. An appendix provides a sample daily schedule, weekly menu, physical exam form and child information form.

66. A Study in Child Care (Case Study from Volume II-A): "They Understand." Day Care Programs Reprint Series. (O'Farrell, Brigid). November 1970, 44p. ED 051 892

*Day Care Programs; *Day Care Services; *Preschool Curriculum; *Child Development; *Family School Relationship; Mothers; Program Descriptions; Organization; Bus Transportation; Infants; Stimulation; Home Visits; Language Development; Disadvantaged Groups; Pregnancy

This day care center, operated by Syracuse University and serving 100 children (birth to 3-year-old), admits only one child per family. The child must be the first or second child in a family where both parents have high school education or less and earn less than $5,000 per year. The program philosophy maintains that quality day care must carry over into the child's home life and community. The center supports a home visit program designed to help fulfill the educational, nutritional and health needs of expectant mothers through the child's third year. Many of the women selected for the program are unmarried high school students. The primary goal of the educational program is to give young children and their families opportunity for maximum intellectual, emotional and social growth. The infant program emphasizes the young child's emotional need for attachment to a special person, follows Piagetian task sequencing, provides infant stimulation and encourages language development. The "Family Style" toddler program allows the child to choose between various learning experiences, with older children helping younger ones. Creativity, sense perception, and small and large muscle activity are important parts of the curriculum. The document provides information concerning transportation, health, food, policymaking, staff organization, volunteers, and resource use. "Intellectual Stimulation for Infants and Toddlers," learning games and activities designed by Ira J. Gordon and J. Ronald Lally, has been removed from this report.

67. A Study in Child Care (Case Study from Volume II-A): "Tacos and Tulips." Day Care Programs Reprint Series. (O'Farrell, Brigid). November 1970, 57p. ED 051 893

*Day Care Programs; *Day Care Services; *Migrant Workers; *Social Development; *Emotional Development; Parent Participation; Organization; Community Involvement; Career Opportunities; Bus Transportation; Parent Reaction; Bilingual Education; Cultural Awareness; Program Descriptions

The Holland day care center in Michigan serves a diverse community of Anglo children of Dutch ancestry and children of former migrant workers of Chicano, Black, Puerto Rican and Cuban origins who have settled in the area. Located in two churches which are about three blocks apart, the program divides children by ability and age into five classrooms with about 15 children per class. The program philosophy emphasizes social-emotional growth in a relaxed and unstructured atmosphere. Children are taught both Anglo and Spanish cultures in a bilingual approach. Volunteers from the community serve on the board of directors, policy advisory committee, personnel and finance committees. They also aid cooks and teaching staff, and male volunteers provide role models. Regular nutrition and health programs are provided by volunteer professionals and social services are available. Included in this report is information on center and staff organization, staff training, executive director's time-use chart, a table concerning use of resources and comments made by parents. An appendix provides sample parent involvement literature, word book samples for Spanish-speaking students, child guidance materials, and a career development plan for staff members.

68. A Study in Child Care (Case Study from Volume II-A): "Good Vibes." Day Care Programs Reprint Series. (Elbow, Linda). November 1970, 61p. ED 051 894

*Day Care Programs; *Day Care Services; *Community Services; *Community Action; *Parent Participation; Program Descriptions; Parent Reaction; Organization; Community Involvement; Financial Support

The Haight-Ashbury Children's Center described in this booklet has these important aspects: (1) It is a community center, offering day care for children 2 1/2 to 6 years of age and community services for parents; (2) Its curriculum uses a modification of the British Infant School system; and (3) Parents are an integral part of the planning and financing of the center. Families served by the center are primarily low income, from a variety of ethnic groups. The program includes a social worker and parent-community worker, when funds permit. Center meetings provide a forum for discussion of plans for the day care center and specific community issues. Information on the center's history, funding, program, staff organization and training, and use of resources is included. An appendix presents the Parents' Participation Share Plan and other material.

69. A Study in Child Care (Case Study from Volume II-A): "A Rolls-Royce of Day Care." Day Care Programs Reprint Series. (O'Farrell, Brigid). November 1970, 43p. ED 051 895

*Day Care Programs; *Day Care Services; *Labor Unions; *Language Development; *Intellectual Development; Program Descriptions; Organization; Ethnic Groups; Industrial Relations; Trusts (Financial); Health Programs; Self Concept; Self Control; Television

This center is an independent trust established through a collective bargaining agreement between the Amalgamated Clothing Workers of America, AFL-CIO, and the employers of the garment industry. The free center, open from 6:00 a.m. to 6:00 p.m., is located near the Chicago garment industries to minimize transportation problems for parents. No attempt is made to determine family income and the sole criterion for admittance is union membership. The center places primary emphasis on intellectual and language development to prepare its students to enter public schools. It also seeks to develop self-reliance, a strong self-image, and inner controls, and emphasizes the presentation of positive ethnic models and attitudes for the Black, Chicano, Puerto Rican, and Anglo children. The free health program is supplemented by a nutrition program of breakfast, hot lunch and snacks. The 60 children are divided into four classrooms with one teacher and one assistant teacher serving each group. Information is provided on policy making, center and staff organization, use of resources, parent, teacher, and observer comments. An appendix includes a daily classroom schedule, sample menu, child progress report and a union pamphlet.

70. A Study in Child Care (Case Study from Volume II-A): "It's a Well-Run Business, Too." Day Care Programs Reprint Series. (Rosenthal, Kristine). November 1970, 53p. ED 051 896

*Day Care Programs; *Day Care Services; *Child Development Centers; *Open Plan Schools; *Private Agencies; Emotional Development; Social Development; Physical Development; Play; Organization; Program Descriptions; Middle Class; Experimental Programs; Tuition; Cost Effectiveness

A day care center operated by a private nonfranchise corporation is described. Program emphasis is placed on the emotional, social and physical development of the child, as opposed to custodial care, or services to parents or the community. Careful cost accounting methods are used to make the center profitable without sacrifice of quality. Admissions are on an open basis, but because of the location and high cost of the center's services, 92% of the families served are white, and 80% of the fathers have college degrees. The program uses an experimental approach involving much creative

play, multi-age grouping, and team teaching. Academic advisors monitor the program. Parental interest is encouraged, but parents do not make policy. Staff organization and duties are described; a functional breakdown is given of how income is used; and financial and staffing problems faced by the centers are discussed. An appendix contains illustrative materials.

71. A Study in Child Care (Case Study from Volume II-B): "I'm a New Woman Now." Day Care Programs Reprint Series. (Willis, Erline). November 1970, 74p. ED 051 897

*Day Care Programs; *Day Care Centers; *Career Opportunities; *Mothers; *Home Programs; Program Descriptions; Organization; Self Concept; Low Income Groups; Job Placement; Counseling Programs; Unemployed; Working Women

The Family Day Care Career Program plan provides day care for approximately 3500 children of public assistance or low income career mothers (working, in school, or in training) in the homes of teacher mothers (day care mothers). The day care homes are administered by 21 sub-centers, which provide support for teacher mothers through home visits by educational aides and day care aides. Two career development paths are available to women in the program: internal (teacher mothers may move upward to other staff positions) and outside the system (career mothers are given counseling and helped to receive training and job placement). The system provides a means for teacher mothers to earn needed money at home and to increase their feelings of self-worth. With good day care for their children available free of charge, career mothers are able to improve their lives through employment or training. Information on the program's history, organization, staff, policymaking, and use of resources is included. An appendix contains illustrative materials.

72. A Study in Child Care (Case Study from Volume II-B): "A Sense of Belonging." Day Care Programs Reprint Series. (Elbow, Linda). November 1970, 68p. ED 051 898

*Day Care Programs; *Day Care Services; *Childhood Needs; *Systems Approach; *School Districts; Program Descriptions; Organization; Fees; Public School Systems; Low Income Groups; Child Development; Developmental Programs

This system of seven day care centers, 3 preschool and 4 school-age, for children of working parents of low income homes (below $6,000/year) is sponsored by the Berkeley Unified School District. The 285 Black, Anglo and Chicano children enrolled are under the supervision of 83 staff members.

The centers' association with the public school district allows them to share in the higher salaries and employee benefits, specialized staff, information resources, personnel services, stability and community support of the larger system. The system combines centralized organization for resources while maintaining local autonomy for each center. The basic program tries to respond to the individual needs of child, staff member and parent. Children are grouped by developmental stage rather than age, and have free choice between self-help materials and planned activities. Some centers utilize a Nimnicht Responsive Environment model. A part-time nurse for the children and social services for parents are available. Although home visits are made when problems arise, parental involvement is minimal. In this report, information is provided on policymaking, staff organization and training, use of resources, comments by parents and staff members. The appendix includes a menu schedule, teacher evaluation forms and child development assessment forms.

73. A Study in Child Care (Case Study from Volume II-A): "Like Being at Home." Day Care Programs Reprint Series. (Ruopp, Richard R.) November 1970, 42p. ED 051 899

*Day Care Programs; *Day Care Services; *Community Involvement; *Parent Participation; *Comprehensive Programs; Fees; Organization; Program Descriptions; Child Care; Migrant Child Care Centers; Parent Education: Mexican Americans; Migrant Children; Self Concept

The parent child year-round center described primarily serves a Chicano migrant or settled-out migrant population. A comprehensive child care program is offered during the day, and educational programs for the parents are available during the evening. The center was originally funded by Head Start and was developed as a model to be duplicated in other migrant areas. Later, funding came from private sources. Recently the parents of children attending the center formed a nonprofit corporation and are involved in policymaking decisions. The center is currently understaffed, and at times the care offered the children is mainly custodial, but is aimed at self-image enrichment and better health. However, there are some structured activities: art, storytelling, singing, numbers, names, and letters. Volunteers and aides assist the head teacher. With no money available for staff training, an informal self-teaching and each-one-teach-one atmosphere prevails. Estimated and in-kind expenditures are itemized. An appendix includes Stimulation Kits (directions for simple, homemade toys), Weekly Fee Schedule, and Record Cards.

74. A Study in Child Care (Case Study from Volume II-A): "Children as 'Kids'." Day Care Programs Reprint Series. (O'Farrell, Brigid). November 1970, 50p. ED 051 900

*Day Care Services; *Day Care Programs; *Financial Support; *Rehabilitation Centers; *Cooperative Programs; Fees; Private Financial Support; Hospitals; Handicapped Children; Organization; Program Descriptions; Emotional Development; Social Development; Parent Participation

The center described is dually sponsored by a large hospital and a private non-profit organization and offers day care services to a small number of the children of parents who work at the hospital. The center also functions as a halfway house for children in a diagnostic center which identifies preschool children with observable or potential handicaps. The day care program allows these children to be gradually introduced into a normal preschool setting, while they are being worked with and observed. The primary emphasis of the program is the child's social and emotional development, but some pre-reading and pre-kindergarten math materials are used. A unique combination of use of private and public resources is demonstrated in this center, for the hospital provides physical facilities, health care, and food services; the private organization raises funds for teachers' salaries and supplies, and provides volunteer help in the classroom; and the parents pay on a sliding scale based on income. Parents meet regularly and are represented on the advisory committees. Appendixes include samples of parent and volunteer involvement materials.

75. A Study in Child Care (Case Study from Volume II-A): "Life is Good, Right? Right!" Day Care Programs Reprint Series. (O'Farrell, Brigid). November 1970, 57p. ED 051 901

*Day Care Programs; *Day Care Services; *Community Involvement; *Curriculum Development; *Child Development; Organization; Program Descriptions; Educational Methods; Staff Improvement; Training; Self Concept; Negro Youth; Ghettos

Housed in structures formerly used by a church, the 5th City Preschool is located in one of Chicago's poorest black ghettos. The 228 infant-to-kindergarten-age children (78% Black, 22% White) are all from families living in the 5th City area. The program emphasizes the development of the total child and concentrates on helping children to build a strong self-image. The curriculum encompasses reading, language, math, writing, drama, musical instruments, architecture, poetry, drama, sculpture, prose, songs, and pictorials. A stable daily sequence of events is followed. To create structured relationships within a class, children are given practical roles and jobs, wear uniforms, march in groups, sit, wait and stand together. Daily teacher meetings are held on curriculum planning and training. The

program is an important segment of a comprehensive community reformation experiment and personnel will gradually be replaced by community members. Sponsored by the Church Federation of Greater Chicago, other centers operated on the same basis are located in 18 other cities including Bombay, India, Sidney, Australia, and Hong Kong. The directors of these schools are trained at the 5th City Preschool. Information is included on organization, staff training and resource use.

76. A Study in Child Care (Case Study from Volume II-A): "Hey, Georgie Get Yourself Together." Day Care Programs Reprint Series. (Bergstein, Patricia). November 1970, 39p. ED 051 902

*Day Care Programs; *Day Care Services; *Industry; *Financial Support; *Instructional Staff; Organization; Program Descriptions; Fees; Emotional Development; Social Development; Self Concept

AVCO printing plant, a private industry, has provided the financial and corporate support for the day care center described in this booklet. The population served by the center is 88 percent black and 12 percent white. Admission does not depend upon income, employment at AVCO, or personal background but is on a first-come, first-served basis, provided parents can pay the moderate rates. The primary concern of the staff is the promotion of the social and emotional development of the children, who range in age from 1 to 5 years. Emphasis is placed on positive self-image, self-reliance, friendly interaction, and a flexible atmosphere. The codirectors spend about half time working directly with the children rather than confining themselves strictly to administration. Staff organization is democratic, friendly and informal. The center is not involved in social service work, parent education, or community organization. However, a state social worker visits the center bimonthly to consult with staff and parents on special child problems. The history, organization, people served, staff, and budget are described and an appendix gives additional illustrative materials.

77. A Study in Child Care (Case Study from Volume II-A): "All Kinds of Love--in a Chinese Restaurant." Day Care Programs Reprint Series. (Rowe, Mary). November 1970, 35p. ED 051 903

*Day Care Programs; *Day Care Services; *Community Control; *Community Organizations; *Educational Programs; Program Descriptions; Organization; Ghettos; Parent Participation; Self Concept; Social Action; Language Skills; Health Education; Field Trips; Ethnic Groups; Fees; Team Teaching

The West 80th Street Day Care Center represents a community effort to meet the needs of the children and parents in the ghetto area it serves. The heart of the program and a major reason for its success is the fact that the center is community-controlled, with an unusually high degree of parent involvement. To help improve the lives of whole families, not just the children in the day care program, the center is very involved in social action programs, counseling and referrals, offers help to older children, and acts in special emergency situations. The educational program is based on the premise that a child's education cannot be isolated from the social system in which it takes place. The children are taught about the dangers of drugs on the streets, and in all educational activities (which include many field trips) the center tries to link what the children see in the classroom with what they experience daily in the community. A special emphasis is placed on development of language skills and a good self image. In this report, background information is given on the center, and also details of program organization, staffing, and budget. Physical facilities are very poor (the center is located in an old restaurant), but through community efforts money has been raised for a new building.

78. A Study in Child Care (Case Study from Volume II-A): "A Small U.N." Day Care Programs Reprint Series. (Ruopp, Richard R.) November 1970, 62p. ED 051 904

*Day Care Programs; *Day Care Services; *Cross Cultural Studies; *Parent Participation; *Health Services; Organization; Program Descriptions; Bus Transportation; Disadvantaged Groups; Educational Television; Social Services; Career Opportunities; Reinforcement; Ethnic Groups

This day care center serves 62 preschoolers from families meeting the OEO poverty guidelines. The ethnic distribution is wide including Chicano, Black, Anglo, Navajo and Chinese children. Significant to the program's success are: the complementary mix of staff personalities, the emphasis on career development of paraprofessionals, the extensive parental involvement, cross-cultural education, health care and social service resources. The educational program emphasizes that as a child gains confidence and masters skills, he develops socially and emotionally. Teachers plan units around various subjects and organize field trips and activities to accompany them. Children are encouraged to be aware of and express their feelings through dramatic play, nursery rhymes and games. Praise is frequently given to build confidence and bolster self-image. Activities are structured around language growth, teaching of pre-reading skills, "Sesame Street," music and art. Other information provided in this document includes discussion of center and staff organization and resource uses, samples of classroom schedules and learning games, and copies of a volunteer orientation schedule, and center regulations.

79. A Study in Child Care (Case Study from Volume II-A): "More than Just Baby-Sitting." Day Care Programs Reprint Series. (Ruopp, Richard R.; O'Farrell, Brigid). November 1970, 57p. ED 051 905

*Day Care Programs; *Day Care Services; *Handicapped Children; *Volunteers; *Child Development; Organization; Program Descriptions; Low Income Groups; Fees; Working Women; Social Development; Emotional Development; Speech Therapy; Language Development

Two day care centers, located in churches, serve 91 children including physically or mentally handicapped children (toddlers and school age) of working mothers in low-income families. The program is designed to facilitate the association of handicapped children with normal children (one disturbed child/five normal children). The professional staff is heavily dependent on 26 volunteers. Activities are generally the same for all children except for speech therapy and special attention at mealtime. The program integrates educational and social-emotional development, language development, "Sesame Street" viewing, sensorimotor and perceptual development, math and reading tutoring for school age children. Nutrition and health programs and social services are provided. Funding has developed into a major problem and the center is dependent on donated labor, facilities and services. Parent involvement is minimal. Information is provided on center organization, resource uses, admission policies, menus and program purpose.

80. A Study in Child Care (Case Study from Volume II-B): "Will You Marry Me?" Day Care Programs Reprint Series. (Cook, Patricia) November 1970, 50p. ED 051 906

*Day Care Programs; *Day Care Services; *Bilingual Education; *Developmental Programs; *Spanish Speaking; Program Descriptions; Organization; Fees; Puerto Ricans; Disadvantaged Groups; Urban Areas; Self Concept; Language Skills; Grouping (Instructional Purposes); English (Second Language); Parent Counseling

The center described is one of a system of four day care centers. It is in an urban area, and over one-half of the families served are Puerto Rican, many of whom have unemployment and language barrier problems. A bilingual program (English-Spanish) is one of the outstanding features of the day care center. The program strongly emphasizes the development of English language skills, in an atmosphere which accepts the child's difficulty with English and reinforces his attempts to learn. Each age-grouped classroom has both English- and Spanish-speaking teachers who work for the development of positive self-images in the children and for the acquiring of language skills through a flexible curriculum. Development Learning materials are used extensively for seriation and sensorimotor

development. Counseling is available to parents at the center, with referrals to community social services if further help is needed. The history and organization of the system, staff, and expenditures are described. An appendix of additional illustrative materials is included.

81. A Study in Child Care (Case Study from Volume II-B): "We Come with the Dust and We Go with the Wind." Day Care Programs Reprint Series. (Elbow, Linda). November 1970, 67p. ED 051 907

*Day Care Programs; *Day Care Services; *Migrant Children; *Mobile Classrooms; *Educational Programs; Program Descriptions; Organization; Developmental Programs; Disadvantaged Groups; Bilingual Education; Teacher Education; Mexican Americans

Approximately 468 children of migrant agricultural workers are served in the nine Northwest Rural Opportunities (NRO) day care centers described here. A community organization program was also formed by the NRO system. Ninety percent of the families served are Chicano, and all are below the poverty level. These aspects of the day care program are particularly noteworthy: the trailer facilities (formerly used as mobile units, now permanently located); the educational program for children from 1 month through 5 years of age, which is based on the special needs of migrant children and uses a combination of approaches to adequately prepare the children for public school; and teacher training which insures that new curriculum is introduced efficiently and uniformly throughout the NRO system. Information is presented on the background of the system, basic program (including health, parent education, and community involvement), organization, staff, volunteer help, and budget. An appendix contains samples of the daily schedule, curriculum materials, infant behavior goals, and teacher training materials.

82. A Study in Child Care (Case Study from Volume II-B): "Someplace Secure." Day Care Programs Reprint Series. (Rosenthal, Kristine) November 1970, 50p. ED 051 908

*Day Care Programs; *Day Care Services; *Social Services; *Home Programs; *Low Income Groups; Community Involvement; Counseling Services; Organization; Program Descriptions; Security; Parent Participation; Residential Care

The Neighborhood Centers Day Care Association (NCDCA) is a private, nonprofit corporation which for 18 years has provided day care services to low income and welfare families in the Houston area. More than 1,100 children are presently being served. There are eight centers and about 180 day homes which are used to supplement the care available at the centers, either because no center exists in the neighborhood or because it

is felt the home environment would be more suited to a particular child. Other outstanding aspects of the NCDA program are its stability over many years of operation, the job security it provides for staff, and its capacity for delivering social services through counseling and referrals. Creativity and independence are important to the NCDCA education program, and a high value is placed by teachers and parents on manners and an ordered routine. Development programs in the day homes are somewhat limited because of lack of training of the day home operators, but warm and continuing care is provided. The organization, staff and budget of the NCDCA is described. An appendix gives additional illustrative materials.

83. A Study in Child Care (Case Study from Volume II-B): "...While [They Took] Care of Our Children, Theirs Weren't Being Cared For." Day Care Reprint Series. (Rosenthal, Kristine) November 1970, 70p. ED 051 909

*Day Care Programs; *Day Care Services; *After School Programs; *Nutrition; *Language Development; Anglo Americans; Negroes; Organization; Program Descriptions; Emotional Development; Social Development; Psychomotor Skills; Creative Expression; Low Income Groups; Hunger

Nine day care centers and 5 day homes provide care for 257 Black and Anglo children, 2- to 5-years-old, primarily from low-income homes. The Department of Social Services operates the centers located in churches, schools, and facilities in low income housing projects. The system's basic emphasis is to teach "culturally isolated" children to function in an integrated world using a variety of ethnic materials. Emphasis is placed on language development, motor and coordination skills, creative expression, and social-emotional development. Unique to the centers' program is the style and scope of the nutrition program. Many children suffer from malnutrition, anemia, and psychological anxieties resulting from chronic hunger at home. Double amounts of food are served on Mondays when children are hungry from the weekend and on Fridays in anticipation of the weekend. Mealtime becomes a period for learning socialization. Another significant aspect of the program is the private home after-school care facilities that provide relaxed, yet stimulating, atmospheres for children after the regimented public school day. Although program data varies from center to center, general topics discussed in this report include parental involvement, transportation, health programs, staff training, center organization, and resource uses.

84. A Study in Child Care (Case Study from Volume II-B): "They Brag on a Child to Make Him Feel Good." Day Care Programs Reprint Series. (Rosenthal, Kristine) November 1970, 69p. ED 051 910

*Day Care Programs; *Day Care Services; *Social Services; *Volunteers; *Home Programs; Organization; Program Descriptions; Health Programs; Nutrition; Creative Expression; Paraprofessional School Personnel; Staff Improvement; Depressed Areas (Geographic); Rural Areas; Bus Transportation; Parent Participation

This document describes 19 Appalachian day care centers serving 639 preschoolers for nine school months and 247 during the 9-week summer session. The centers, located in churches, abandoned school houses and store fronts are staffed largely by paraprofessionals from the community. Social services are extended beyond the child to the family. For instance, a homemaker service is offered the mothers during which the homemaker visits parents and offers to help in cooking, cleaning, or caring for a disabled parent. The homemaker often stimulates parents' interest in their children and helps families to help themselves. Parents are involved in all levels of the project's policymaking apparatus and active in all aspects of the program. The training of paraprofessionals helps them to develop a wide variety of job skills. Volunteers are used extensively in many capacities. The children's education program is not formal and written curriculum is avoided. Emphasis is placed on individual expression through the use of creative materials. Nutrition and health are emphasized and providing transportation for children over the mountain roads is a continuing concern. Information is given on the centers' organization and use of resources.

85. A Study in Child Care. Volume I: Findings. Day Care Programs Reprint Series. (Fitzsimmons, Stephen J.; Rowe, Mary P.) April 1971, 82p. ED 051 911

*Day Care Programs; *Day Care Services; *Program Descriptions; *Preschool Programs; *Child Care Centers; Financial Support; Family Characteristics; Expenditures

This is the first of four volumes of a study designed to seek and describe formal child care arrangements of good quality and to investigate the cost of reproducing these centers and home care arrangements. The twenty centers and systems described include centers all around the country: on Indian reservations, in the inner city, in hospitals, rural settings and migrant communities. Sponsors range from welfare departments to labor unions. This volume presents an overview of each of the twenty centers. Appendixes comprise 7/8 of the document. Appendix A is concerned with general program information, notable program elements, child and family characteristics, funding and expenditures. Appendix B contains summary center descriptions and cost data.

86. A Study in Child Care. Volume III: Cost and Quality Issues for Operators. Day Care Programs Reprint Series. (Thompson, Lynn C.) April 1971, 165p. ED 051 912

*Day Care Programs; *Day Care Services; *Child Care Centers; *Program Planning; *Organization; Tables (Data); Program Descriptions; Program Evaluation; Services; Case Studies; Administration; Budgets; Staff Utilization

One of a series of four volumes on child care, this overview furnishes information for operators or potential operators of child care centers, with special attention paid to organizational features that foster efficient operation. Chapter One discusses goals for the care of preschool children and describes and assesses the extent to which goals were met in 19 day care centers which were studied in depth. Tables provide basic data on these centers and include information on background; notable elements; child, staff and family characteristics; and estimations of funding and expenditures for 1970-1971. Chapter Two discusses factors involved in the effective operation of a center and presents detailed recommendations. Designs are presented for three prototype centers serving respectively 25, 50 and 75 children in average daily attendance. These designs detail center organization, staffing, operation, and finance. Chapter Three gives specific information about the provision of services beyond a core program for preschoolers. Both operations and finances are discussed. Reference is made to appropriate case studies. Appendixes give further information on working with staff, core programs, staff duties and daily schedules for the prototype centers. Regional adjustments are suggested for the model budget.

87. Summary of Selected State Licensing Requirements: Day Care Centers, Family Day Care Homes. Day Care Survey--1970. Preliminary Edition. 1970, 637p. ED 060 954

Abstracts; Admission Criteria; Certification; Child Care; *Day Care Services; *Facility Requirements; *Family Environment; *Personnel Evaluation; Qualifications; *State Standards; Surveys

This volume of abstracts of child day care facility licensing requirements is intended to serve as an introduction to selected aspects of the licensing process within the several states by reviewing (1) the various definitions of day care facilities in the jurisdictions covered, and (2) the prescribed regulations established by the states to effect accord with minimum state licensing standards. Part I of the Summary covers day care centers, and Part II covers family day care homes. Entries are also included for the District of Columbia and Puerto Rico. The areas of primary focus are: Child Eligibility--Age and Health; Staff/Child Ratios; Enrollee Group Size Limitations; Staffing and Adult Supervision Requirements; Staff Qualifications--Age, Training,

Health; Laws, Ordinances, Regulations, and Administrative Approvals (Other Than Specific Day Care Provisions) to Which Facilities Are Subject; Provisions Relating to Physical Expansion of Facilities; Investigation and Inspection of Facilities; Useable Space for Operations - Floor Levels; Indoor/Outdoor Space Requirements; Individual Napping Accommodations Requirements; Isolation Space Requirements; and Child Nutrition - Meal and Snack Service. Appendix I contains 11 Tables, and Appendix II presents Operator/Staff Eligibility - Other Constraints. (For related document, see ED 060 953.)

88. Thorsell, Siv; Karre, Marianne. Before School Starts. For Children's Minds--Not Just to Mind the Children. The Child Centre--as Seen by a Parent. 1969, 27p. ED 051 873

*Nursery Schools; *After School Centers; *Parent Reaction; *Preschool Programs; *Day Care Services; Program Evaluation; Educational Needs; Child Care Workers; Standards; Facilities; Financial Support; Government Role

The two articles in this document describe Swedish child centers (day nurseries, nursery schools, and after school centers). In one article, a government official discusses the overall aims of the child centers, their facilities and use, and the standards and staff. The role of national and local governments in administration and finances is outlined and the need for expansion of preschool facilities in Sweden is stressed. The second article, written by a journalist, is a critique of Swedish child centers from the parent's point of view. The need for additional and better centers to reach wider and more diverse groups of children is emphasized. Physical planning, age grouping, teachers, and length of the center day are discussed.

Availability: Swedish Institute, Hamngatan 27, P.O. Box 7072, S-103 82 Stockholm, Sweden

89. UEC-Educational Day-Care Systems: The First Comprehensive System of Early Childhood Education and Day Care Designed Especially to Strengthen the Role of the Family in Helping Children Prepare for Success in Life. UEC, Inc., Washington, D.C. 1971, 81p. ED 048 409

Child Development Specialists; *Day Care Programs; Day Care Services; *Early Childhood Education; Family Attitudes; *Family Counseling; Family School Relationship; Individualized Instruction; Intervention; Learning Activities; Parent Child Relationship; *Preschool Learning; *Preschool Programs; Program Development; Self Esteem

UEC-Educational Day-Care Systems provide the first comprehensive program of early childhood education and day-care designed especially to strengthen the role of the family in helping the children prepare for success in life. The educational components are based on more than 150,000 observations of children by learning specialists and parents. These tested educational methods are designed to assure that children will build personal self-confidence, that parents will learn how to guide children to maximize their potential, and that family ties will be strengthened through meaningful learn-play experiences involving all members of the family. Comprehensive child-development programs are based on an expansion of UEC's Discovery Program, which has proven successful with more than 3,000 preschool children in five Northeastern states, and a model system designed for four Pennsylvania counties under contract with the Pennsylvania State Department of Public Welfare. More than 1,800 clearly stated learning objectives and more than 3,600 learning task activities enable parents and learning staff to assess a child's skills and concepts and provide him with individualized learning assistance.

90. Winkelstein, Ellen; Wolfson, Gail. The Development of an Infant Curriculum. June 1971, 5p. ED 054 861

*Infants; *Curriculum Development; *Cognitive Development; *Infant Behavior; *Day Care Programs; Teaching Procedures; Response Mode

The objective of this study was to provide intensive, consistent experience in the following developmental areas: relation to objects and vocal and gestural imitation. The curriculum was developed in an inner city industry-based day care center with 14 infants aged 8 to 19 months initially. The Hunt-Uzgiris Scales measuring development in these areas, the Development of Schemas in Relation to Objects, and the Development of Vocal and Gestural Imitation, were administered to each infant. Procedures were developed which emphasized activities at the infant's level of development while introducing experiences at the next developmental level and repeating previous activities. These procedures were developed and carried out 2 half days per week during 4 semesters. Continuous written observations and several video tapes were made of instructional procedures and infant responses. The observational data indicate that during the course of a semester each infant progressed a minimum of one step along a scale and was capable of mastering a wide range of experiences at each step. Thus, the Hunt-Uzgiris Scales provided a reasonable starting point for the development of a set of intensive and coherent experiences at each developmental level.

Journal References (from CIJE)

1. Boe, Twyla; Oliver, Edna. The Growth of Day Care. Colorado Journal of Educational Research, v2 n1, pp31-35, F 1971. EJ 055 333

2. Black, Jonathan. Oasis in East Harlem. Saturday Review, v54 n8, pp52-53, 66, 70, Feb 20, 1971. EJ 034 179

3. Caldwell, Bettye M. Day Care: A Timid Giant Grows Bolder. National Elementary Principal, v51 n1, pp74-78, Sep 1971. EJ 045 185

4. Caldwell, Bettye M. A Timid Giant Grows Bolder, Saturday Review, v54 n8, pp47-49, 65-66, Feb 20, 1971. EJ 034 178

5. Caldwell, Bettye M. What Does Research Teach Us About Day Care: For Children Under Three. Children Today, v1 n1, pp6-11, Jan-Feb 1972. EJ 051 236

6. Close, Kathryn. Selecting Priorities at the White House Conference on Children. Children, v18 n2, pp42-48, Mar-Apr 1971. EJ 035 619

7. Combs, Eloyce F. Florida's Early Childhood Learning Program for Migrant Children. Young Children, v26 n6, pp359-363, Aug 1971. EJ 043 089

8. Donohue, Daniel T. Establishment of Day Care Programs for the Mentally Retarded. Child Welfare, v50 n9, pp519-523, Nov 1971. EJ 047 342

9. Dribin, Eileen. Parent Child Center; Mother and Child: Learning to Learn Together. Opportunity, v1 n2, pp16-19, Mar-Apr 1971. EJ 040 813

10. Elwell, Richard R. One Morning a Week. Children Today, v1 n1, pp20-22, Jan-Feb 1972. EJ 051 238

11. Fargo, Jean; Charnley, Lucy. Short-Term Training for Staff in Day Care Programs. Child Welfare, v50 n6, pp328-335, Jun 1971. EJ 040 109

12. Friedberg, Marjorie H.; Millsom, Carol A. Communal Child Care: Isolation or Constellation? New York University Education Quarterly, v3 n2, pp6-12, Spr 1972. EJ 056 794

13. Glasglow, Douglas. Patterns in Welfare: Bureaucracy to Neighborhood Services. Journal of Black Studies, v2 n2, pp171-187, Dec 1971. EJ 055 305

14. Granato, Sam J.; Lynch, E. Dollie. Day Care Licensing. Children Today, v1 n1, pp23-24, Jan-Feb 1972. EJ 051 271

15. Grotberg, Edith H. What Does Research Teach Us About Day Care: For Children Over Three. Children Today, v1 n1, pp12-17, Jan-Feb 1972. EJ 051 237

16. Jacoby, Susan. Who Raises Russia's Children? Saturday Review, v54 n34, pp40-43, 53, Aug 1971. EJ 042 102

17. Jensen, Gorden D. Day Care Centers in Europe: A Focus on Consequences for Mental Health. Mental Hygiene, v55 n4, pp425-432, Oct 1971. EJ 046 619

18. Keister, Mary Elizabeth. Can Infants Thrive in Group Care? Education Digest, v37 n6, pp48-50, Feb 1972. EJ 051 223

19. Keyserling, Mary Dublin. Day Care: Crisis and Challenge. Childhood Education, v48 n2, pp59-68, Nov 1971. EJ 046 455

20. Keyserling, Mary Dublin. Day Care: Crisis and Challenge. Education Digest, v37 n5, pp38-41, Jan 1972. EJ 052 516

21. Keyserling, Mary Dublin. Day Care Challenge: The Unmet Needs of Mothers and Children. Child Welfare, v50 n8, pp434-441, Oct 1971. EJ 046 456

22. Klein, Jenny W. Educational Component of Day Care. Children Today, v1 n1, pp2-5, Jan-Feb 1972. EJ 051 235

23. Lehmann, Phyllis. Day Care on Wheels. Manpower, v3 n3, pp14-18, Mar 1971. EJ 034 219

24. Lehmann, Phyllis E. Summer School on Sesame Street. Manpower, v4 n2, pp13-15, Feb 1972. EJ 050 282

25. Leiner, Marvin; Ubell, Robert. Day Care in Cuba: Children Are the Revolution. Saturday Review, v55 n14, pp54-58, Apr 1, 1972. EJ 056 787

26. McClellan, Keith. Considerations in Day Care Cost Analysis. Child Welfare, v50 n6, pp341-348, Jun 1971. EJ 040 722

27. Meyer, Delores A. Creating Child Care Communities Through 4-C Programs. Children Today, v1 n1, pp25-27, Jan-Feb 1972. EJ 051 239

28. Miller, Joyce D. Unions and Day Care Centers for the Children of Working Mothers. Child Welfare, v50 n1, pp38-39, Jan 1971. EJ 038 643

29. Mondale, Walter F. Children: Our Challenge. Young Children, v27 n2, pp75-81, Dec 1971. EJ 050 423

30. Mondale, Walter F. Day Care: Education or Custody? National Elementary Principal, v51 n1, pp79-83, Sep 1971. EJ 045 186

31. News & Views: Valuable Early Ed Material Arrives. Educational Product Report Number 32, v4 n5, pp2, Feb 1971. EJ 035 795

32. Ney, Richard. A Comprehensive Approach to Educational Day Care. Educational Technology, v11 n2, pp65-66, Feb 1971. EJ 035 797

33. Pierce, William L. Day Care in the 1970's: Planning for Expansion. Child Welfare, v50 n3, pp160-163, Mar 1971. EJ 037 237

34. Pierce, William. Power, Profits, and the Preschool "Market". Changing Education, pp11-14, Dec 1971. EJ 048 784

35. Prescott, Elizabeth; Jones, Elizabeth. Day Care for Children: Assets and Liabilities. Children, v18 n2, pp54-58, Mar-Apr 1971. EJ 035 802

36. Preston, Richard K.; Roth, Edith B. Loving, Learning, and Little Ones. American Education, v7 n5, pp9-11, Jun 1971. EJ 041 607

37. Robinson, Halbert B.; Robinson, Nancy M. Longitudinal Development of Very Young Children in a Comprehensive Day Care Program: The First Two Years. Child Development, v42 n6, pp1673-1683, Dec 1971. EJ 056 707

38. Silverman, Martin A.; Wolfson, Eva. Early Intervention and Social Class: Diagnosis and Treatment of Preschool Children in a Day Care Center. Journal of the American Academy of Child Psychiatry, v10 n4, pp603-618, Oct 1971. EJ 050 497

39. Silverman, Martin A.; Wolfson, Eva. The Use of Small Educational-Therapeutic Groups in a Program for Disadvantaged Preschoolers. Psychosocial Process, v1 n2, pp47-59, F 70. EJ 041 676

40. Steiner, Gilbert Y. Day Care Centers: Hype or Hope? Transaction, v8 n9/10, pp50-57, July/Aug 1971. EJ 038 668

41. Stern, Marjorie. California's Children's Centers. Changing Education, pp15-16, Dec 1971. EJ 048 785

42. Van Wyck, Betty. Research for Understanding. Young Children, v27 n2, pp93-96, Dec 1971. EJ 051 150

43. Williams, A. Kenton. Universal Child Care. Young Children, v26 n6, pp348-354, Aug 1971. EJ 043 354

44. Willner, Milton. Family Day Care: An Escape from Poverty. Social Work, v16 n2, pp30-35, Apr 1971. EJ 037 226

Postscript

The Educational Resources Information Center/Early Childhood Education Clearinghouse (ERIC/ECE) is one of a system of 18 clearinghouses sponsored by the United States Office of Education to provide the educational community with information about current research and developments in the field of education. The clearinghouses, each focusing on a specific area of education, (such as early childhood, reading, linguistics, and exceptional children), are located at universities and institutions throughout the United States.

The clearinghouses search systematically to acquire current, significant documents relevant to education. These research studies, speeches, conference proceedings, curriculum guides, and other publications are abstracted, indexed and published in Research in Education (RIE), a monthly journal. RIE is available at libraries, or may be ordered from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Another ERIC publication is Current Index to Journals in Education (CIJE), a monthly guide to periodical literature which cites articles in more than 560 journals and magazines in the field of education. Articles are indexed by subject, author, and journal contents, CIJE is available at libraries, or by subscription from CCM Information Corporation, 909 Third Avenue, New York, New York 10022.

The Early Childhood Education Clearinghouse (ERIC/ECE) also distributes a free, current awareness newletter which singles out RIE and CIJE articles of special interest, and reports on new books, articles, and conferences. The ERIC/ECE Newsletter also describes practical projects currently in progress, as reported by teachers and administrators. For more information, or to receive the Newsletter write: ERIC/ECE Clearinghouse, 805 W. Pennsylvania Avenue, Urbana, Illinois 61801.

ORDER INFORMATION

References which have ED numbers may be ordered from ERIC Document Reproduction Service (EDRS), at Leasco Information Products, Inc. (In those few cases where availability is other than through EDRS, ordering information is given after the individual title and annotation.)

1. Address orders to:

   EDRS
   Leasco Information Products, Inc.
   P.O. Box Drawer O
   Bethesda, Maryland 20014

2. Give the title and ED number for each item ordered.

3. Price Schedule:
   a. The price for each title ordered in Microfiche (MF) (transparent filmcard) is $0.65. (To read MF you need a microfiche reader, available in most libraries.)

   b. The price for each title ordered in Hardcopy (HC) (photocopy reproduction) is computed according to the number of pages listed with the entry.

Pages	Price
1 - 100	$ 3.29
101 - 200	6.58
201 - 300	9.87
301 - 400	13.16
401 - 500	16.45
Each additional 1 - 100 page increment	3.29

4. Postage is included in the above rates. There is no handling charge.

5. Payment must accompany orders under $10.00

6. Orders must be in writing.

ERIC CLEARINGHOUSES--CURRENT ADDRESSES

ADULT EDUCATION
107 Roney Lane
Syracuse, New York 13210

COUNSELING & PERSONNEL SERVICES
Room 2108
School of Education
University of Michigan
Ann Arbor, Michigan 48104

THE DISADVANTAGED
Teachers College - Box 40
Columbia University
525 West 120th Street
New York, New York 10027

*EARLY CHILDHOOD EDUCATION
University of Illinois
805 West Pennsylvania Avenue
Urbana, Illinois 61801

EDUCATIONAL ADMINISTRATION MANAGEMENT
University of Oregon
Library--South Wing
Eugene, Oregon 97403

EDUCATIONAL MEDIA & TECHNOLOGY
Institute for Communication
Research
Stanford University
Stanford, California 94305

EXCEPTIONAL CHILDREN
Council for Exceptional Children
1411 S. Jefferson Davis Highway
Suite 900
Arlington, Virginia 22202

HIGHER EDUCATION
George Washington University
One Dupont Circle--Suite 630
Washington, D.C. 20036

JUNIOR COLLEGES
University of California
Powell Library--Room 96
405 Hilgard Avenue
Los Angeles, California 90024

LANGUAGE & LINGUISTICS
Modern Language Association
of America
62 Fifth Avenue
New York, New York 10011

LIBRARY & INFORMATION SCIENCES
American Society for Information
Science
1140 Connecticut Avenue, N.W. Room 804
Washington, D.C. 20036

READING AND COMMUNICATION SKILLS
National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois 61801

RURAL EDUCATION & SMALL SCHOOLS
New Mexico State University
Box 3AP
Las Cruces, New Mexico 88001

SCIENCE & MATHEMATICS EDUCATION
Ohio State University
1460 West Lane Avenue
Columbus, Ohio 43221

SOCIAL STUDIES/SOCIAL SCIENCE EDUCATION
855 Broadway
Boulder, Colorado 80302

TEACHER EDUCATION
One Dupont Circle - Suite 616
Washington, D.C. 20036

TESTS, MEASUREMENT, & EVALUATION
Educational Testing Service
Rosedale Road
Princeton, New Jersey 08540

VOCATIONAL & TECHNICAL EDUCATION
Ohio State University
1900 Kenney Road
Columbus, Ohio 43212

*ERIC/ECE is responsible for research documents on the physiological, psychological, and cultural development of children from birth through age eight, with major focus on educational theory, research and practice related to the development of young children.